



**MAX SCHOENFELD SCHOOL
ELEMENTARY SCHOOL 070
2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (09 BRONX 070)
ADDRESS: 1691 WEEKS AVENUE
TELEPHONE: 718-583-6000**

FAX: 718-583-6006

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 (SURR)...	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: PS 70X **SCHOOL NAME:** MAX SCHOENFELD SCHOOL

SCHOOL ADDRESS: 1691 WEEKS AVENUE

SCHOOL TELEPHONE: 718-583-6000 **FAX:** 718-583-6006

SCHOOL CONTACT PERSON: KERRY CASTELLANO **EMAIL ADDRESS:** _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TANYA BALLARD

PRINCIPAL: KERRY CASTELLANO

UFT CHAPTER LEADER: JONATHAN ALEJANDRO

PARENTS' ASSOCIATION PRESIDENT: LILLIANA GONZALEZ

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: NINE **CHILDREN FIRST NETWORK (CFN):** ISC

NETWORK LEADER: JACQUELINE GONZALEZ

SUPERINTENDENT: DOLORES ESPOSITO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
KERRY CASTELLANO	*Principal or Designee	
JONATHAN ALEJANDRO	*UFT Chapter Chairperson or Designee	
LILLIANA GONZALEZ	*PA/PTA President or Designated Co-President	
EZEKIEL LYONS	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
CHRISTINE LOPEZ	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
TANYA BALLARD	Member/Chairperson	
THOMAS CONOBOY	Member/Secretary	
LINDA WILLIAMS	Member/Time Keeper	
SILKIA MELENDEZ	Member/UFT	
LORRAINE SANDERS	Member/UFT	
CHRISTANYA SIMPLICE	Member/Parent	
	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P.S. 70 is one of the largest K-5 elementary schools in District Nine. It has a population of approximately 1360 students. The current mobility rate borders on 90.4%. We have a Hispanic population of almost 70% and approximately 30% of the students are designated as English Language Learners. There are currently sixty-two classes in the school. They break down as follows: 39 monolingual general education classes, 10 free-standing ESL classes, 7 bilingual classes, 4 monolingual special education classes and 2 CTT class.

General Education: Literacy. The classes at P.S. 70 are grouped heterogeneously, across all the grades. All students in grades kindergarten through 5 follow the Balanced Literacy program. They utilize classroom resources, as well as resources provided in the Teacher Resource room. Ongoing professional development is offered in areas such as; guided reading, small group instruction, running records and independent reading.

General Education: Math. P.S. 70 has transitioned from the Everyday Math Program to Harcourt School Program (HSP) which is a scientifically research-based math curriculum based on State Standards with a focus on problem solving, differentiated instruction vocabulary, writing and intervention for struggling, on-level and advanced learners as well as ELL's and Special Ed students.

Special Education: In an effort to enable all students to meet the New York State performance standards, a full continuum of services are provided to our special needs students. We strive to properly educate students in the Least Restrictive Environment (LRE) integrate students with special needs into classrooms with general education students when circumstances and regulations are appropriate.

Data Driven Instruction: Ongoing simulated, formative and summative assessments on grades 3 -5 are utilized to identify specific areas of need for extra support and drive instructional decisions on those grades. In kindergarten and grade 1, we are implementing the Foundations Program, which will provide ongoing data-driven monitoring in phonological/phonemic awareness, phonics and spelling. In addition, we are using the Fountas and Pinnell assessment program and the WRAP to track student progress.

Intervention Services: Our Academic Intervention Services (AIS) program has been expanded to provide for the needs of all students who require additional assistance to meet the New York State standards in addition to students in all grades including our ELL students. The AIS include services provided by guidance counselors, the School Based Support Team, (provide assistance to students who are experiencing affective-domain issues that are impacting their ability to progress academically) intervention teachers, AIS teachers, a nurse, and a parent coordinator. We also have three guidance counselors for the students on grades K-5.

After-school Activities: One of many of our after-school programs, Project LEARN, allows our students to integrate instructional programs with cultural and experiential activities ordinarily not available to them, such as theatre, chess, dance and art which allow our students to draw connections from their in-class content area to real-life experiences. Students on grades 3-5 are offered assistance in both literacy and mathematical skills and our High Intensity ESL program services entitled students on grades 1-5.

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 Max Schoenfeld								
District:	9	DBN:	09X070	School BEDS Code:	320900010070				
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	0	0	0		90.3	90.9	90.9		
Kindergarten	202	223	195	Student Stability - % of Enrollment:					
Grade 1	216	223	226	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	202	210	206		89.8	90.9	89.7		
Grade 3	278	233	258	Poverty Rate - % of Enrollment:					
Grade 4	238	256	239	(As of October 31)	2008-09	2009-10	2010-11		
Grade 5	264	236	234		85.8	85.8	96.6		
Grade 6	0	0	0	Students In Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		51	166	162		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		18	18	1		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	1	2	2	(As of June 30)	2007-08	2008-09	2009-10		
Total	1401	1383	1360						
				(As of October 31)	18	18	1		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# In Self-Contained Classes	65	59	60	Principal Suspensions	62	60	6		
# In Collaborative Team Teaching (CTT) Classes	10	0	19	Superintendent Suspensions	9	3	7		
Number all others	62	74	65	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2008-09	2009-10	2010-11	Participants	0	0	0		
# In Transitional Bilingual Classes	165	131	TBD	Number of Staff - Includes all full-time staff:					
# In Dual Lang. Programs	0	0	TBD	(As of October 31)	2007-08	2008-09	2009-10		
# receiving ESL services only	247	303	TBD	Number of Teachers	108	100	103		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-28 - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs				Number of Administrators and Other Professionals			
	12	33	TBD		28	28	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			
					5	4	14
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.9
				% more than 2 years teaching in this school	82.0	73.0	83.5
				% more than 5 years teaching anywhere	49.1	57.0	68.0
Ethnicity and Gender - % of Enrollment:				% Master's Degree or higher	77.0	82.0	88.4
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	95.2	99.2	99.0
American Indian or Alaska Native	0.3	0.1	2.0				
Black or African American	25.8	23.2	21.5				
Hispanic or Latino	70.3	72.2	74.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.0	2.7	1.9				
White	0.4	0.4	0.1				
Male	51.9	49.9	50.3				
Female	48.1	50.1	49.7				
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:							
	<u>Phase</u>			<u>Category</u>			
	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	veh	√	=				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C	Overall Evaluation:		NR			
Overall Score:	31.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.4	Quality Statement 2: Plan and Set Goals					
(Completes 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategies to Goals					
School Performance:	1.5	Quality Statement 4: Align Capacity Building to Goals					
(Completes 35% of the Overall Score)		Quality Statement 5: Monitor and Revise					
Student Progress:	23.8						
(Completes 60% of the Overall Score)							
Additional Credit:	1.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{PH} = 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 disclosed 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/hyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

SECTION IV: NEEDS ASSESSMENT

**1. ELA PERFORMANCE
PROGRESS REPORT 2009-10**

In Student Performance Category of the Progress Report PS70 achieved 21.7% students achieving Proficiency (Level 3 & 4) in ELA. The peer minimum was 10.6% and peer maximum was 84.3%.

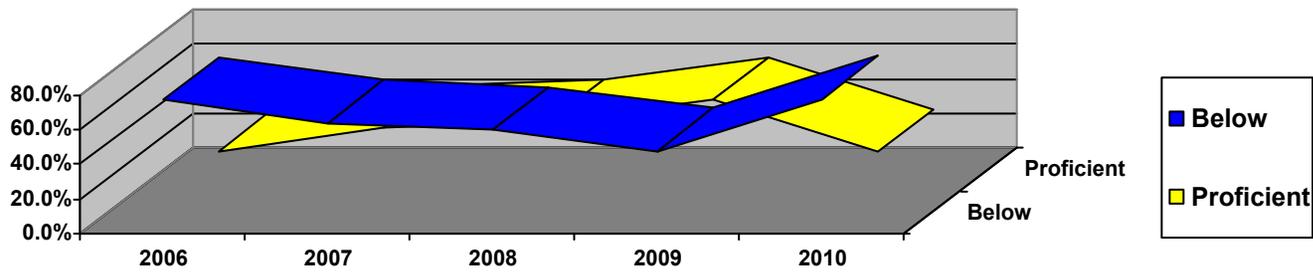
In the Student Progress Category of the Progress Report PS70 achieved 61.0% of students making at least 1 year of progress. The peer minimum was 52.6% and the peer maximum was 82.8% The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 75.0%.The peer minimum was 58.1% and the maximum was 91.8%.

NYSELA ACHIEVEMENTS 2010 -ALL STUDENTS

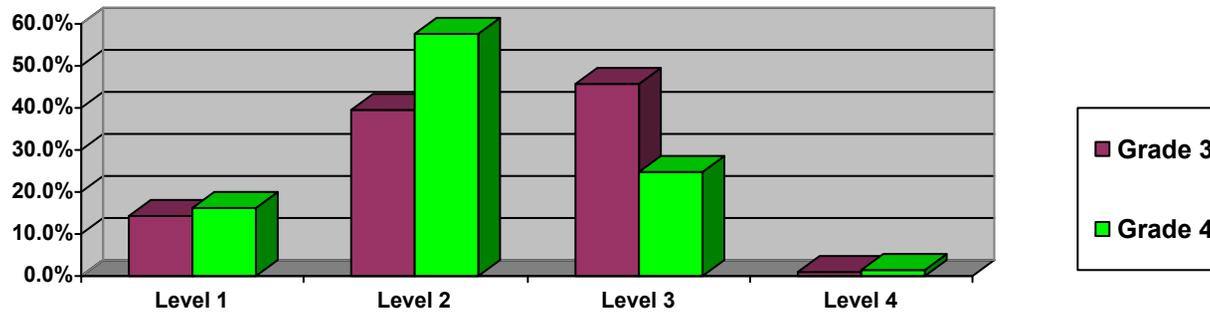
School	Grade	Year	No. Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
09X070	3	2006	211	653.7	24	11.4	79	37.4	102	48.3	6	2.8	108	51.2
09X070	3	2007	283	635.5	69	24.4	113	39.9	98	34.6	3	1.1	101	35.7
09X070	3	2008	254	639.4	42	16.5	130	51.2	80	31.5	2	0.8	82	32.3
09X070	3	2009	261	643.9	37	14.2	103	39.5	119	45.6	2	0.8	121	46.4
09X070	3	2010	230	647.9	94	40.9	93	40.4	34	14.8	9	3.9	43	18.7
09X070	4	2006	241	646.7	27	11.2	109	45.2	102	42.3	3	1.2	105	43.6
09X070	4	2007	252	640.2	45	17.9	109	43.3	96	38.1	2	0.8	98	38.9
09X070	4	2008	254	632.1	60	23.6	104	40.9	89	35	1	0.4	90	35.4
09X070	4	2009	223	647.2	22	9.9	83	37.2	116	52	2	0.9	118	52.9
09X070	4	2010	246	655	40	16.3	142	57.7	61	24.8	3	1.2	64	26
09X070	5	2006	225	643.9	26	11.6	94	41.8	99	44	6	2.7	105	46.7
09X070	5	2007	282	639.8	30	10.6	153	54.3	99	35.1	0	0	99	35.1
09X070	5	2008	237	648.3	9	3.8	102	43	124	52.3	2	0.8	126	53.2
09X070	5	2009	247	653.7	10	4	94	38.1	139	56.3	4	1.6	143	57.9
09X070	5	2010	216	656.6	57	26.4	109	50.5	48	22.2	2	0.9	50	23.1
09X070	ALL	2006	677		77	11.4	282	41.7	303	44.8	15	2.2	318	47

09X070	ALL	2007	818		144	17.6	376	46	293	35.8	5	0.6	298	36.4
09X070	ALL	2008	745		111	14.9	336	45.1	293	39.3	5	0.7	298	40
09X070	ALL	2009	731		69	9.4	280	38.3	374	51.2	8	1.1	382	52.3
09X070	ALL	2010	692		191	27.6	344	49.7	143	20.7	14	2	157	22.7

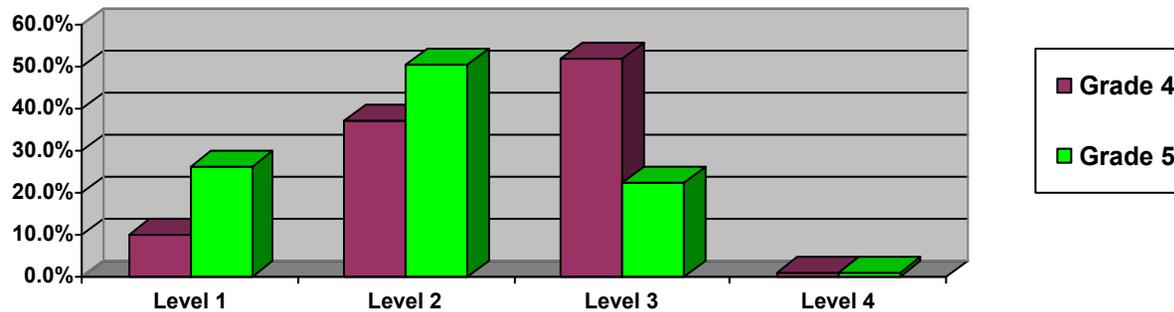
PS 70 ACHIEVEMENT FROM 2006 TO 2010 – ALL STUDENTS



Student achievement levels from Grade 3 into Grade 4 (2009 to 2010)



Student achievement levels from Grade 4 into Grade 5 (2009 – 2010)



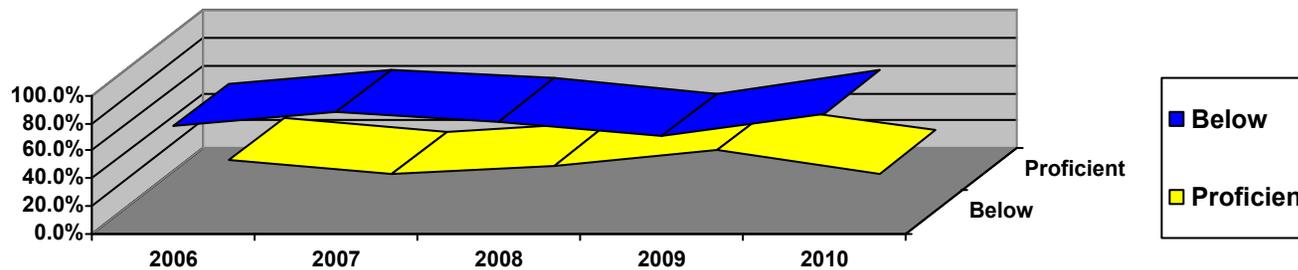
Trends:

- There was a significant gain in percentage of students in Level 3 of 11.9% from 2008-2009
- Grade 5 showed the biggest growth from 2006 to 2009 of 11.2%
- Grade 4, however showed significant growth from 2008 to 2009 of 17.5%, with Grade 3 achieving 14.1% gain and Grade 5 with 4.7% gain in this period.
- In 2010 the NYSELA Test marking criteria was more rigorous and student performance was significantly altered as a result.

NYSELA ACHIEVEMENTS 2009-2010- ELL STUDENTS

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
09X070	All	2006	ELL	45	8	17.8	27	60	10	22.2	0	0	10	22.2
09X070	All	2007	ELL	208	70	33.7	112	53.8	26	12.5	0	0	26	12.5
09X070	All	2008	ELL	210	55	26.2	116	55.2	39	18.6	0	0	39	18.6
09X070	All	2009	ELL	195	41	21	96	49.2	58	29.7	0	0	58	29.7
09X070	All	2010	ELL	204	83	40.7	95	46.6	24	11.8	2	1	26	12.7

PS 70 ACHIEVEMENT FROM 2006 TO 2010 – ELL STUDENTS



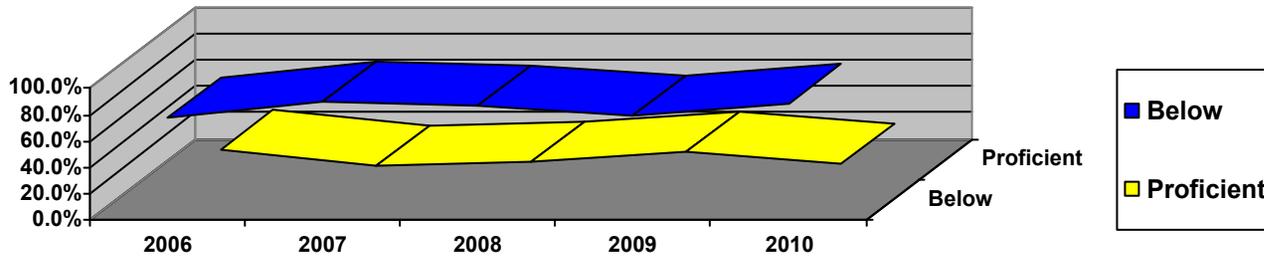
Trend:

- There has been a leap of 11.1% from 2008 to 2009 in ELL achievement at Level 3
- Over the past 3 years, since 2007 there has been steady improvement in ELL outcomes overall of 18.1%
- Over this period Grade 5 achieved a significant increase in proficiency of 32.6% and Grade 4 improved by 25.4%
- In 2010 the NYSELA Test marking criteria was more rigorous this year & PS70 student performance was significantly altered as a result.

NYSELA ACHIEVEMENTS 2009-2010- SPECIAL EDUCATION STUDENTS

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
09X070	All	2006	Special Ed	44	16	36.4	18	40.9	10	22.7	0	0	10	22.7
09X070	All	2007	Special Ed	75	41	54.7	26	34.7	8	10.7	0	0	8	10.7
09X070	All	2008	Special Ed	89	35	39.3	42	47.2	12	13.5	0	0	12	13.5
09X070	All	2009	Special Ed	92	24	26.1	49	53.3	19	20.7	0	0	19	20.7
09X070	All	2010	Special Ed	71	42	59.2	21	29.6	8	11.3	0	0	8	11.3

PS 70 ACHIEVEMENT FROM 2006 TO 2010 – SPECIAL EDUCATION STUDENTS



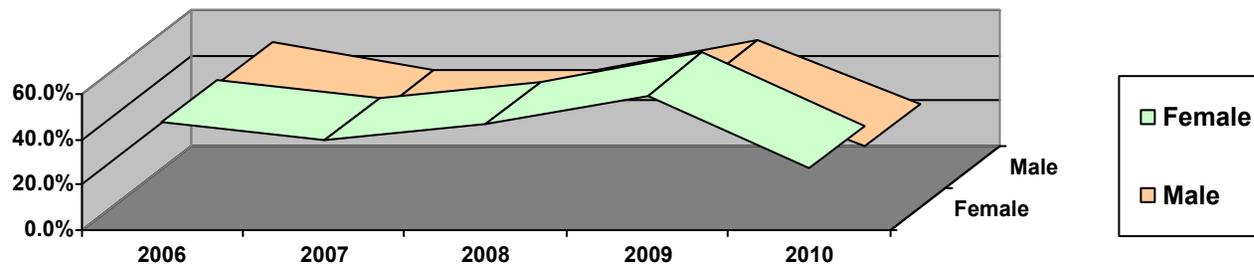
Trend:

- There was a 7.2% growth from 2008 to 2009 in percentage achieving proficiency
- Over the past 3 years there has been steady improvement in outcomes overall for students with an I.E.P.
- There has been a notable improvement from 2007 to 2009 of 10.3% students in this category achieving proficiency
- Over the same period there has been an colossal decrease of students scoring with the Level 1 range of 29.7%
- Between the 3 years 2007 to 2009 Grade 5 achieved a 27.8% increase
- Over this period Grade 3 experienced a 6% decrease
- In 2010 the NYSELA Test marking criteria was more rigorous and student performance was significantly altered as a result.

NYSELA ACHIEVEMENTS 2009-2010- BY GENDER

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
09X070	All	2006	Female	343	32	9.3	147	42.9	157	45.8	7	2	164	47.8
09X070	All	2006	Male	334	45	13.5	135	40.4	146	43.7	8	2.4	154	46.1
09X070	All	2007	Female	389	45	11.6	191	49.1	151	38.8	2	0.5	153	39.3
09X070	All	2007	Male	429	99	23.1	185	43.1	142	33.1	3	0.7	145	33.8
09X070	All	2008	Female	356	40	11.2	149	41.9	163	45.8	4	1.1	167	46.9
09X070	All	2008	Male	389	71	18.3	187	48.1	130	33.4	1	0.3	131	33.7
09X070	All	2009	Female	335	22	6.6	114	34	194	57.9	5	1.5	199	59.4
09X070	All	2009	Male	396	47	11.9	166	41.9	180	45.5	3	0.8	183	46.2
09X070	All	2010	Female	335	80	23.9	163	48.7	85	25.4	7	2.1	92	27.5
09X070	All	2010	Male	357	111	31.1	181	50.7	58	16.2	7	2	65	18.2

NYSELA ACHIEVEMENTS 2009-2010- BY GENDER



Trend:

- 13.2% difference in proficiency rate between Females and Males in favor of Females in 2009
- 13.2% was also the percentage achievement gap between Females and Males in favor of Females in the previous year (2008)
- While overall growth from 2008 to 2009 was 12.5% for both groups the gap was not reduced.

- In 2010 the NYSELA Test marking criteria was more rigorous and student performance was significantly altered as a result.

ELA IMPLICATIONS

PS 70 has shown steady growth across all grades in ELA from 2006 to 2009. However, as a result of the new measuring approach fewer students met or exceeded proficiency for the 2009-2010 school year. The school will continue to track student performance and focus on improvement in areas where achievement gaps exist such as the lower and top 1/3. In addition supports for subgroups will provided to reverse downward trends.

2. MATHEMATICS PERFORMANCE

PROGRESS REPORT 2009-10

In Student Performance Category of the Progress Report PS70 achieved 31.3% students achieving Proficiency (Level 3 & 4) in Mathematics. The peer minimum was 30.1% and peer maximum was 100.0%.

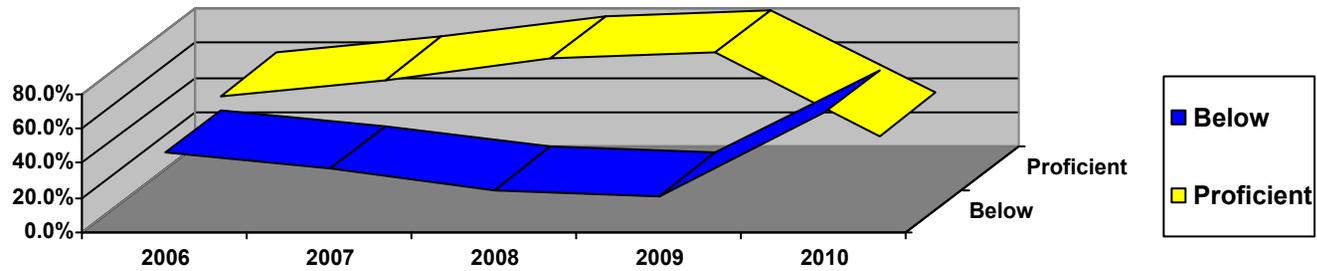
In the Student Progress Category of the Progress Report PS70 achieved 56.0% of students making at least 1 year of progress. The peer minimum was 40.5% and the peer maximum was 88.1% The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 68.0%.The peer minimum was 48.8% and the maximum was 90.1%.

NYS MATH ACHIEVEMENTS 2010 - ALL STUDENTS

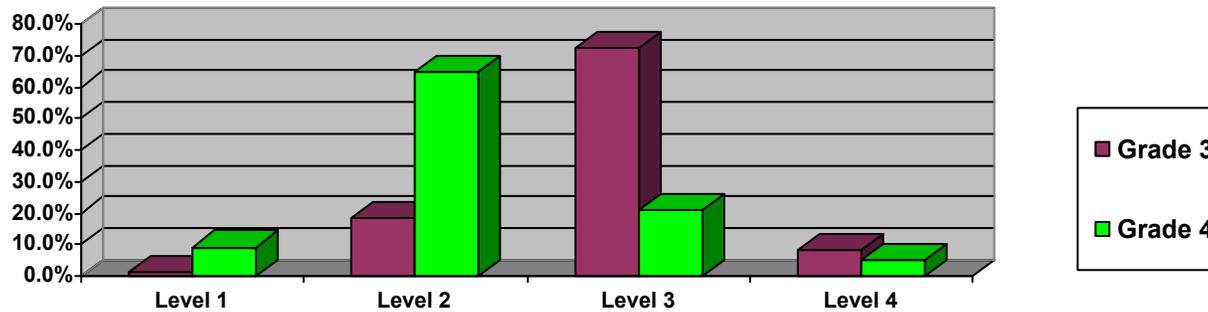
School	Grade	Year	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
				#	%	#	%	#	%	#	%	#	%
09X070	3	2006	303	49	16.2	64	21.1	153	50.5	37	12.2	190	62.7
09X070	3	2007	285	28	9.8	68	23.9	154	54	35	12.3	189	66.3
09X070	3	2008	259	5	1.9	45	17.4	183	70.7	26	10	209	80.7
09X070	3	2009	260	3	1.2	48	18.5	188	72.3	21	8.1	209	80.4
09X070	3	2010	237	67	28.3	107	45.1	47	19.8	16	6.8	63	26.6
09X070	4	2006	294	46	15.6	90	30.6	130	44.2	28	9.5	158	53.7
09X070	4	2007	253	26	10.3	70	27.7	130	51.4	27	10.7	157	62.1
09X070	4	2008	260	24	9.2	53	20.4	153	58.8	30	11.5	183	70.4
09X070	4	2009	227	18	7.9	33	14.5	144	63.4	32	14.1	176	77.5

09X070	4	2010	253	23	9.1	164	64.8	53	20.9	13	5.1	66	26.1
09X070	5	2006	273	52	19	98	35.9	89	32.6	34	12.5	123	45.1
09X070	5	2007	289	29	10	81	28	157	54.3	22	7.6	179	61.9
09X070	5	2008	248	17	6.9	46	18.5	144	58.1	41	16.5	185	74.6
09X070	5	2009	255	8	3.1	49	19.2	150	58.8	48	18.8	198	77.6
09X070	5	2010	230	32	13.9	103	44.8	80	34.8	15	6.5	95	41.3
09X070	All	2006	870	147	16.9	252	29	372	42.8	99	11.4	471	54.1
09X070	All	2007	828	84	10.1	219	26.4	441	53.3	84	10.1	525	63.4
09X070	All	2008	767	46	6	144	18.8	480	62.6	97	12.6	577	75.2
09X070	All	2009	742	29	3.9	130	17.5	482	65	101	13.6	583	78.6
09X070	All	2010	720	122	16.9	374	51.9	180	25	44	6.1	224	31.1

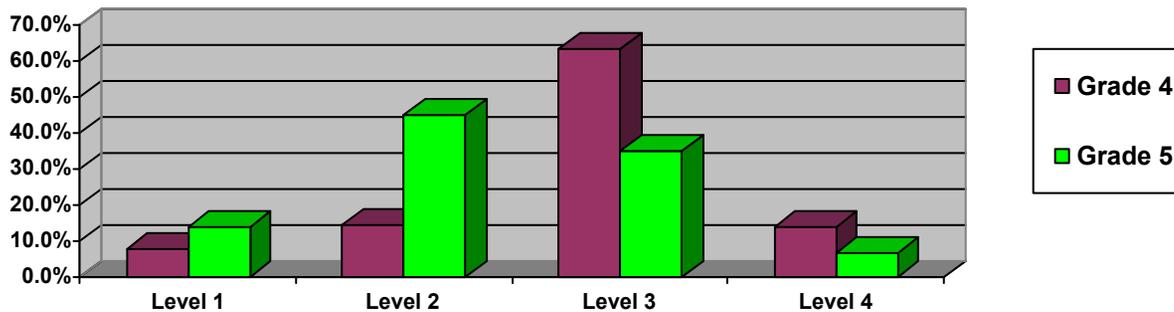
PS 70 MATH ACHIEVEMENT FROM 2006 TO 2010 – ALL STUDENTS



Student Math achievement levels from Grade 3 into Grade 4 (2009 to 2010)



Student Math achievement levels from Grade 4 into Grade 5 (2009 – 2010)



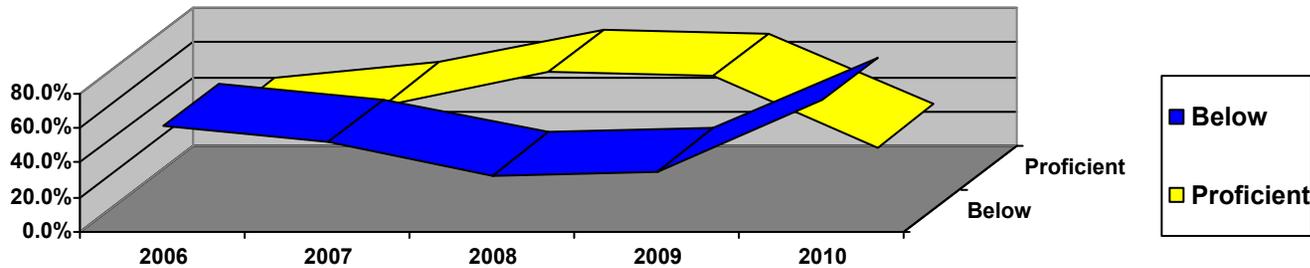
Trends:

- There has been a 3.4% increase in students achieving Level 3 & 4 from 2008 to 2009.
- Over the span of 4 years from 2006-2009, there has been a progressive increase in Level 3 as Level 1 and Level 2 decline (12.9%, 11.5%) respectively.
- Grade 5 showed the biggest growth in Level 3 & 4 from 2006 to 2009 of 32.5% with Grade 4 achieving 23.8% gain and Grade 3 with 17.5% gain in this period.
- In 2010 the NYS MATHEMATICS Test marking criteria was more rigorous and student performance was significantly altered as a result.

NYS MATH ACHIEVEMENTS 2009-2010- ELL STUDENTS

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
09X070	All	2006	ELL	224	66	29.5	70	31.3	84	37.5	4	1.8	88	39.3
09X070	All	2007	ELL	241	39	16.2	86	35.7	106	44	10	4.1	116	48.1
09X070	All	2008	ELL	227	22	9.7	53	23.3	141	62.1	11	4.8	152	67
09X070	All	2009	ELL	212	18	8.5	56	26.4	125	59	13	6.1	138	65.1
09X070	All	2010	ELL	225	45	20	126	56	44	19.6	10	4.4	54	24

PS 70 MATH ACHIEVEMENT FROM 2006 TO 2010 – ELL STUDENTS



Trend:

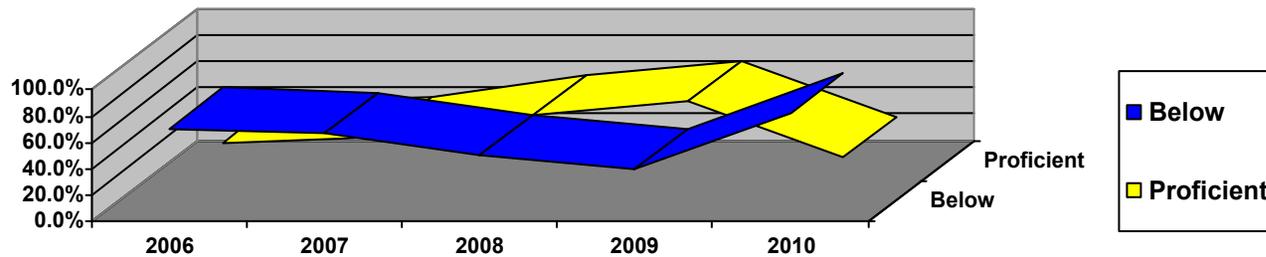
- 27.6% increase in level 3 & 4 from 2006 to 2008, however there was a slight decrease of 1.8% in 2009
- Level 4 students showed a consistent increase since 2006 and a 1.3% increase from 2008-2009
- Level 3 increased by 24.6% from 2006 to 2008 although there was a 3.1% decrease from 2008-2009
- Grade 4 increase in level 3 & 4 from 2006-2009 of 22.5% while 2008-2009 show a 3.7% increase.
- Level 1's decreased in grades 3 and 5 since 2006 by 26% and 23.9% while grade 3 decreased 14.7% from 2006-2008 and increased 1.9% from 2008-2009

- In 2010 the NYS MATHEMATICS Test marking criteria was more rigorous this year & PS70 student performance was significantly altered as a result.

NYS MATH ACHIEVEMENTS 2009-2010- SPECIAL EDUCATION STUDENTS

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
09X070	ALL	2006	Special Ed	79	34	43	22	27.8	19	24.1	4	5.1	23	29.1
09X070	ALL	2007	Special Ed	75	23	30.7	27	36	21	28	4	5.3	25	33.3
09X070	ALL	2008	Special Ed	90	21	23.3	24	26.7	42	46.7	3	3.3	45	50
09X070	ALL	2009	Special Ed	89	8	9	27	30.3	50	56.2	4	4.5	54	60.7
09X070	ALL	2010	Special Ed	71	14	19.7	44	62	13	18.3	0	0	13	18.3

NYS MATH ACHIEVEMENTS 2009-2010- SPECIAL EDUCATION STUDENTS



Trend:

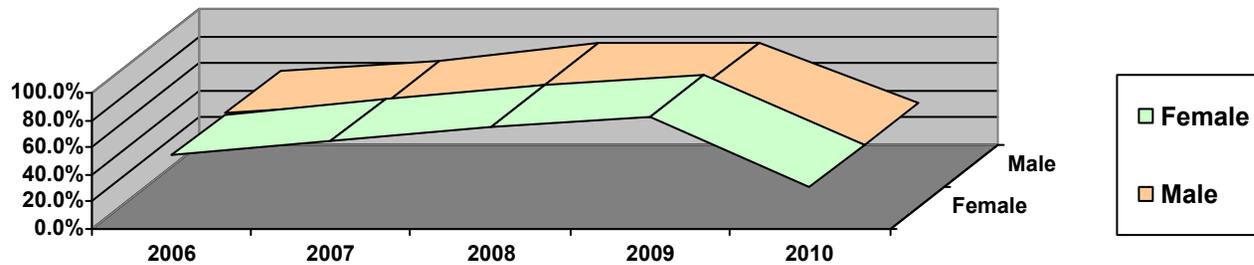
- Level 3 & 4 increase significantly by 31.6% from 2006-2009 and level 3 increase by 32.1%
- A tremendous decrease of level 1's from 2006 to 2009 by 34% while a 14.3% decrease from 2008-2009
- Grade 4 should the largest increase in levels 3 & 4 of 34.8% since 2006 while grade 5 increased by 36.6% from 2007-2009

- Level 3 increased by 3.7% and 1.1% on grades 3 and 4 from last year to this while grade 5 had a 32.1% increase since 2006
- Grades 3-5 consistent decrease in level 1's over four years.
- In 2010 the NYS MATHEMATICS Test marking criteria was more rigorous this year & PS70 student performance was significantly altered as a result.

NYS MATH ACHIEVEMENTS 2009-2010- BY GENDER

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
09X070	All	2006	Female	422	63	14.9	133	31.5	181	42.9	45	10.7	226	53.6
09X070	All	2006	Male	448	84	18.8	119	26.6	191	42.6	54	12.1	245	54.7
09X070	All	2007	Female	394	42	10.7	95	24.1	217	55.1	40	10.2	257	65.2
09X070	All	2007	Male	434	42	9.7	124	28.6	224	51.6	44	10.1	268	61.8
09X070	All	2008	Female	371	20	5.4	72	19.4	226	60.9	53	14.3	279	75.2
09X070	All	2008	Male	396	26	6.6	72	18.2	254	64.1	44	11.1	298	75.3
09X070	All	2009	Female	342	6	1.8	56	16.4	224	65.5	56	16.4	280	81.9
09X070	All	2009	Male	400	23	5.8	74	18.5	258	64.5	45	11.3	303	75.8
09X070	All	2010	Female	353	59	16.7	185	52.4	86	24.4	23	6.5	109	30.9
09X070	All	2010	Male	367	63	17.2	189	51.5	94	25.6	21	5.7	115	31.3

NYS MATH ACHIEVEMENTS 2009-2010- BY GENDER



Trend:

- In 2009 81.9% females and 75.8% males achieved proficiency in the NYS Math Test which shows a 6.1% difference between male and female achievement, in favor of females
- Overall, females maintained proficiency by 2.7% over males from 2007-2009 however in 2010 males show a increase in achievement over girls by 1.3%.
- In 2010 the NYS MATHEMATICS Test marking criteria was more rigorous this year & PS70 student performance was significantly altered as a result.

MATH IMPLICATIONS:

PS 70 has shown steady growth across all grades in Mathematics from 2006 to 2009. However, as a result of the new benchmarks for obtaining proficiency fewer students met or exceeded proficiency for the 2009-2010 school year. The school will continue to track student performance and focus on improvement in areas where achievement gaps exist such as the lower and top 1/3. Individualized and differentiation of instruction in HSP program and on-going professional development in raising academic rigor in mathematics will continue. In addition supports for subgroups will provided to reverse downward trends.

SECTION V: ANNUAL SCHOOL GOALS

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

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

As a result of our analysis of the New York State ELA and Math Standardized Tests we have determine the following goals for the 2010-2011 school year:

Goal 1: All teachers will formulate instructional goals based on data analysis of student subgroups (e.g. ELL and IEP students). **By June 2011, at least 5% improvement in ELL & IEP students proficiency in students achieving Level 3 in NYSELA 2011 (15 students).**

Goal 2: To improve teacher's implementation of research based early literacy strategies for improved ELA outcomes in Kindergarten to Grade 3 students. **By June 2011, teachers will formulate instructional goals based on data analysis of student subgroups.**

Goal 3: To improve teacher's use of student assessment information to develop specific strategies targeting instruction for the bottom 1/3 in Mathematics. **By June 2011, at least 12% improvement in Math for the bottom 1/3 of students as shown in the School Report 2009-2010 or 23 students.**

Goal 4: To improve teacher's use of assessment information to target improved instruction in ELA . **By June 2011**All teachers will plan for differentiated instruction during to include the high achieving students in their classrooms. At least 13% increase in percentage of ALL students proficient in ELA up from 22% in 2010 to 35%. At least 3% increase in percentage of Level 1's to Level 2's, or 16 students. At least 5% increase in percentage of Level 2's to Level 3's, or 35 students. At least 3% increase in percentage of Level 3's to Level 4's, or 16 students.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____ **Subgroups**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All teachers will formulate instructional goals based on data analysis of student subgroups (e.g. ELL and IEP 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>Set the measurable target that will define whether you have met your goal. By June 2011:</p> <ul style="list-style-type: none"> • Grade teams will formulate <u>initial</u> learning goals across the grade, for each subgroup, based on April 2010 state test item analysis (QR Indicator 3.2) • Grade teams will formulate learning goals across the grade, for each subgroup, based on item analysis of the interim assessments and predictives (QR Indicator 3.2), at regular intervals throughout the school year. • Grade teams and coaches will devise specific strategies to support the achievement of the goals • All teachers will plan lessons based on agreed short term goals for student subgroups in their classes using the agreed list of strategies. • At least 5% improvement in ELL & IEP student proficiency in students achieving Level 3 in NYSELA 2011 (15 students) • At least 5% increase in IEP students achieving Level 2 in NYSELA 2011 (5 students) from Level 1
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Data Specialist will update all class spreadsheets to include assessment information for last 2 years. Status of each student whether IEP, ELL (including new arrival & former ELL) and gender will be indicated on grade spreadsheet sorted alphabetically by class. • Common planning meetings will be scheduled weekly and attended by an assistant principal and relevant coaches, with agendas are set and minutes are taken • As State and city data becomes available, teams will be provided with item analysis and they will examine these in detail to create overall grade goal(s) • Follow up meetings will be scheduled whereby teams will examine item analysis by student sub group to

	<p>ascertain 1-3 short term goals to support improved learning</p> <ul style="list-style-type: none"> • Teams will work closely with coaches to develop a short list of strategies that are clearly articulated and immediately useful for class teachers to use in small group strategy lessons or guided practice groups. • Extended Day and push in teachers will be provided with the strategy outlines to be adopted into their planning. • Professional development will be available to all teachers to help them to analyze student learning needs, prioritize and set learning goals for & with students and track growth accordingly. • All teachers will received support in understanding the Common Core State Standards for English Language Arts in History/Social Studies, Science and Technical Subjects <p>Teams of teachers will plan units of study based on higher standards and integrating additional reading and writing across the subject areas.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas & evaluative feedback from professional development on scaffolding for learner subgroups • Agendas & evaluative feedback from professional development support for managing differentiation within the mainstream classroom • Analysis of Extended Day instruction groups and their comparative improvement in test data • Logs from Literacy, mathematics coaches and consultants • Ongoing assessment data based on WRAP, Baseline/Midline/Endline writing and mathematics assessments, ITA's Predictive (Acuity), analysis of 2011 NYSELA, NYS MATH, NYSELAT outcomes • Data binders, regularly updated spreadsheets showing the subgroups highlighted or color-coded and presented by grade and class • Agenda and minutes of grade team meetings – showing evidence of planning based on the data and the formulation of a few goals • Agenda and minutes of grade meetings when class teachers share their goals and teams work on short list of strategies to support students in the designated sub groups. • Lesson plans and curriculum planning notes of coach, class teachers and all support teachers, showing their implementation of agreed strategies to support the short term grade goals for specific groups of students. • Units of study developed by teams of teachers that have the Common Core Standards integrated to support higher standards of reading and writing across subject areas. • Evidence of tracking of student sub groups by class and grade based on school, state and city standardized assessments including NYSELAT. • 2011-2012 School Report.

Subject/Area (where relevant): LITERACY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve teacher’s implementation of research based early literacy strategies for improved ELA outcomes in Kindergarten to Grade 3 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>By June 2011:</p> <ul style="list-style-type: none"> • All Kindergarten and grade 1 teachers will implement the Foundations program to support early acquisition of literacy • ALL K-3 teachers will conduct daily small group guided reading sessions, based on formal (WRAP) and informal assessments (checklists on reading behaviors)to support improvements in reading comprehension • K-3 grade teams will monitor student progress using agreed assessment protocols such as Foundations and WRAP to develop early intervention strategies for use in the classroom setting. • At least 80% all kindergarten students will know their sounds & letters and 100+ sight words, or 170 students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • ELA coach trained with Foundations program • Development of Early Literacy program to incorporate Foundations principles & practices • Foundations program kits & student materials purchased for each teacher and class for K-1 • Push in or pull out training for Tier 2 intervention • Kindergarten & Grade 1 teacher training for the implementation of Foundations program • Assessment of foundations included as part of the early grades data along with WRAP etc. • Ongoing monitoring & support by Coaches and Assistant Principal with support from data specialist • In class support and professional development by Literacy Coach, assistant principal and Literacy Consultant for implementation of Foundations in Kindergarten and grade 1 and to co-plan differentiation through small group guided reading sessions, 1:1 reading conferences and small group strategy lessons • Professional discussions conducted during regular team meetings and designated PD days • Grade teams set short term goals based on analysis of tracking sheets & other student assessment data • Grade level <u>Inquiry Team</u> selects and focuses on one aspect of early literacy • Teachers assist students to set individual or group goals based on their learning needs • Administration conducts regular walkthroughs, informal and formal observations and 1:1 goal setting conferences with all teachers <p>Grade by grade monitoring of progress is consciously aligned to and compared with Common Core State Standards</p>

Indicators of Interim Progress and/or Accomplishment

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

- 2x year formal observation
- regular informal observations
- regular walkthroughs
- Agendas, Minutes including grade team goals
- Spreadsheets including regular assessment data including WRAP. Foundations & Acuity (for Grade 3)
- Data binder held by all class teachers
- Daily or weekly logs of coaches, consultants itemizing inclass, grade and administrator collaboration.

MATHEMATICS

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All teachers will use student assessment information to develop specific strategies targeting instruction for the bottom 1/3 in Mathematics.</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>By June 2011:</p> <ul style="list-style-type: none"> • Assessment data analysis will be conducted by teachers and administrators to develop clear instructional goals for extended day, designed for improvements in ELA & Mathematics for struggling students • Grade teams and coaches will devise small group strategy and guided sessions to support the bottom 1/3 across the grade • Data specialist will support ongoing analysis by administrators and grade teams to identify students , moving into or out of the designated bottom 1/3 category • All classroom teachers will use team developed strategies for differentiating support and providing scaffolding for the bottom 1/3 in Mathematics • 12% improvement in Math for the bottom 1/3 of students as shown in the School Report 2009-2010 or 23 students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • September data specialist will update spreadsheets to include 2010 NY State ELA and Math Test information using ARIS, and June 2010 WRAP x students x class x grade • Students identified by subgroup including bottom 1/3 • Grade level <u>Inquiry Team</u> selects and focuses on one aspect of early literacy • September grade team planning meetings will review their class and plan starting point teaching • WRAP, Baseline writing and Baseline math assessments are administered • As ELA Predictive, ITA and WRAP data becomes available all student information is updated on spreadsheets and distributed to class teachers • Grade teams reflect on student progress comparing growth of individual students and bottom 1/3 • Coaches and assistant principal will provide item analysis for ELA & Math Acuity assessments • Grade teams create goals for their bottom 1/3 students based on item analysis • Coach and assistant principal assist teams to articulate clear set of strategies to use in small group and 1:1 during class • Extended Day and push in teachers are provided with the item analysis, goals and outline of strategies to ensure coherence and rigor • Coach and assistant principal will provide planning support to teachers to help manage small group work, individual goal setting and 1:1 conferences with struggling students

	<ul style="list-style-type: none"> • In class formal and informal observations will focus on differentiation, small group guided practice and 1:1 conferencing.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas, Minutes including grade team goals • Spreadsheets including regular assessment data including; NYSELA & NYS Math, WRAP, ELA AND Math Predictive and ITA, Math Baseline, Midline and Endline, for each student x subgroup x class x grade • Data binder held by <u>all</u> teachers • 2 x year formal observation • regular informal observations • regular walkthroughs • Daily or weekly logs of coach, consultants itemizing in class, grade and administrator collaboration • Cabinet meeting agendas and minutes; focus on refining intervention, Extended Day and monitoring progress of bottom 1/3 in ELA and Math <p>2011-2012 School Report.</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve teacher’s use of assessment information to target improved instruction in ELA by June 2011.</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>By June 2011:</p> <ul style="list-style-type: none"> • All students will participate in regular small group guided reading that supports their <u>specific</u> learning needs based on the data item analysis • Grade teams and coaches when reviewing current data item analysis, will develop specific strategies to support expected outcomes for achieving students • All teachers will plan for differentiated instruction during to <u>include</u> the high achieving students in their classrooms. • At least 13% increase in percentage of ALL students proficient in ELA up from 22% in 2010 to 35%. • At least 3% increase in percentage of Level 1’s to Level 2’s, or 16 students. • At least 5% increase in percentage of Level 2’s to Level 3’s, or 35 students. • At least 3% increase in percentage of Level 3’s to Level 4’s, or 16 students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • September data specialist will update spreadsheets to include 2010 NYSELA Test information using ARIS, and June 2010 WRAP x students x class x grade • Students identified by subgroup. • September grade team planning meetings will review their class and plan starting point teaching • Literacy Coach, assistant principal and grade teams consider: <ul style="list-style-type: none"> • - What does enrichment mean? • - How can we devise enrichment activities for the current ELA unit? • - How can we manage this level of differentiation? • WRAP, Baseline writing assessments are administered, analyzed and prioritized for support • Literacy coach and assistant principal facilitates the development of activity cards for small group or individual student based on the next step in their learning (e.g., BLOOMS, Reciprocal Teaching, Elaboration Technique, differentiated response to reading) • Literacy coach and assistant principal will provide item analysis for ELA Acuity assessments • As ELA Predictive, ITA and WRAP data becomes available all student information is updated on spreadsheets and distributed to class teachers • Grade teams reflect on student progress comparing growth of individual students and top 1/3 • Grade teams create goals for their top 1/3 students based on item analysis • Coach and assistant principal assist teams to articulate clear set of strategies to use in small group and 1:1

	<p>during class that supports their learning in higher order skills, e.g. drawing conclusions, identifying theme and author's purpose</p> <ul style="list-style-type: none"> • Coach and assistant principal will provide planning support to teachers to help manage small group work, individual goal setting and 1:1 conferences to accommodate differentiation <p>Inclass formal and informal observations will focus on differentiation, small group guided practice and 1:1 conferencing.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Spreadsheets including regular assessment data including; NYSELA, WRAP, ELA Predictive and ITA, for each student identified x subgroup x class x grade and distributed to all teachers on the grade, for all grades • Data binder held by all teachers • Agendas, Minutes • Grade team lesson plan and activity card outline for training and supporting enrichment activities for top 1/3 students • 2 x year formal observation • regular informal observations • regular walkthroughs • Cabinet meeting agendas and minutes; focus and monitoring progress in ELA • Daily or weekly logs of coach, consultants itemizing inclass, grade and administrator collaboration • 2010-2011 School Report.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	48	0	N/A	N/A	10			
1	54	0	N/A	N/A	10			
2	52	0	N/A	N/A	10			
3	64	0	N/A	N/A	15			
4	26	0	20	20	15			
5	34	0	N/A	N/A	10			
6	N/A	N/A	N/A	N/A	N/A			
7	N/A	N/A	N/A	N/A	N/A			
8	N/A	N/A	N/A	N/A	N/A			
9	N/A	N/A	N/A	N/A	N/A			
10	N/A	N/A	N/A	N/A	N/A			
11	N/A	N/A	N/A	N/A	N/A			
12	N/A	N/A	N/A	N/A	N/A			

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>Before School Tutorial:</u> 8:00-8:50am M/T/W grades 2-5 – Small groups (10:1) focus on decoding, fluency and comprehension strategies.</p> <p><u>During the school day:</u> Small group instruction (8:1) for one 45 minute period per day using decoding, fluency and comprehension strategies.</p> <p><u>After School ESL Academy:</u> Twice a week from 3:00-5:00 (T/W). Small group instruction for ELL students using Journeys ESL Program.</p>
Mathematics:	
Science:	<u>During the school day:</u> Small group instruction for 4th grade students for 45 minutes twice a week.
Social Studies:	<u>During the school day:</u> Small group instruction for 4th grade students for 45 minutes twice a week.
At-risk Services Provided by the Guidance Counselor:	<u>During the school day:</u> Small group meetings once a week for 45 minutes with at-risk boys.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	

At-risk Health-related Services:	
---	--

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 396 LEP _____ Non-LEP

Number of Teachers 13 Other Staff (Specify) _____ Bilingual Coordinator

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

The Language Allocation Policy team composition is as follows: Kimberly Fisher, Assistant Principal, Ann Ramirez, Parent Coordinator, Claris Colon, ESL teacher, Lillian Gonzalez, Parent Association president, Michele Silva, ESL self contained

teacher, Mary Blackwell, literacy coach, Tanya Ballard, math coach, Juan Cruz, guidance counselor, and Zulma Bermudez, bilingual coordinator.

P.S. 70 is a K-5 elementary school with a population of 1341 students, 396 of whom are identified as English Language Learners. That is approximately 25.5% of our total population who are identified as ELL students. Our ELL population breaks down as follows: 205 students have been in New York City schools for three years or less; 90 students have been in for 4-6 years and 2 for more than six years. Among our ESL entitled students 108 have been in New York City schools for three years or less; 84 for 4-6 years.

Within the Special Education division there are 15 ELL students. These students will receive ESL services from our licensed ESL teacher. The ESL teacher will provide 2 units of ESL instruction (360 min) per week for beginners and intermediates and 1 unit of ESL instruction (180 min) per week for advanced students.

By grade our bilingual classes/ ESL classes will have the following numbers of students:

<u>Grade</u>	<u># of Students</u>
K	62
1	52
2	62
3	77
4	70
5	73

The home languages of our ESL students are as follows:

<u>Language</u>	
Spanish	327
Bengali	2
French	2
Afrikaans	3

Nahuatt	1
Soninke	1
Twi	1
Arabic	3
Other	7

Description of ESL Programs

In the 2010-2011 school year, this population will be serviced by nine fully certified bilingual teachers and four fully certified ESL teachers. We will use a combination of transitional bilingual, self-contained ESL, a departmentalized push-in ESL program, and a push-in program to address the individualized needs of all ELLs. All models use scaffolded support, specific ESL strategies, and targeted small groups.

Spanish Transitional Bilingual

A Spanish transitional bilingual program will be available on all grade levels and in each case will be taught by a fully certified teacher. Additionally, paraprofessionals will provide targeted support within these classrooms. Teachers will use a combination of focused small group work and differentiated independent work to supplement whole group instruction and enhance achievement. Each classroom will have leveled Spanish and English libraries to promote and encourage literacy in both Spanish and English. Instruction will be provided in a combination of English and Spanish based on the needs of the students, with the eventual goal of primarily English instruction. At the beginning of the year social studies and science will be explicitly taught in the native language. Each individual teacher will determine the language for math instruction based on the English proficiency and skills sets of their students. English reading and writing will be explicitly taught in English. By the end of the year, students will be provided content area instruction in English in addition to in the native language. The use of NLA skills play an important role in our bilingual classrooms. NLA skills are used in the content areas to ensure student understanding of specific concepts. Students transfer their skills in NLA to the acquisition of the second language. Students will receive 1 unit of NLA instruction per week. All students in the bilingual program receive 1 unit of ELA instruction per week.

Students will receive either 1 or 2 units of ESL instruction per week within the transitional bilingual classroom depending on their proficiency levels. 1 unit (180 min) for beginners and intermediates and 2 units (360 min) for the advanced students.

Self-Contained ESL

We developed self-contained ESL classes to meet the growing demand of parents in the community who wanted their children taught solely in English. For this upcoming school year there will be self-contained ESL classes taught by a fully certified ESL teacher for second grade, third grade, and fifth grade. The students in these classes will primarily be beginner to intermediate ELLs. In these classrooms all whole class instruction will be provided in English and specific ESL strategies will be used to provide scaffolded language support. We will focus on making content comprehensible by using a combination of manipulatives, visuals, technology, leveled texts, and interactive activities. During whole instruction teachers will additionally use total physical response to enhance comprehension, and during independent work and small group instruction students will be grouped strategically based on English fluency in addition to academic performance. Paraprofessionals will also be available to work with small groups and provide native language support, especially for newcomers. ELL students in the self contained classes will receive 2 units of ESL instruction per week if they are beginners or intermediates and 1 unit of ESL instruction per week if they are advanced.

Departmentalized Push-in ESL

This past year we developed a departmentalized push-in ESL program to address the needs of our large ELL population on the 2nd, 3rd, and 5th grades. For this program, advanced ELLs are grouped together with some monolingual students in a class primarily taught by a certified general education teacher. For one 45 minute period a day that general education teacher switches students with the ESL teacher on the grade. The beginning ESL students and the intermediate students are placed in the ESL self contained class so that they may receive 2 units of ESL instruction per week. During the time that the ESL teacher switches with the monolingual teacher, the ESL teacher instructs students in science and social studies using explicit ESL strategies. The general education teacher pushes into the all ESL class for that period and at that time provides science and social studies instruction. This model helps support advanced ELLs as well as former ELLs by ensuring that they have continued ESL support even while in a mainstream classroom. For the upcoming school year, we help to further refine the model by having the ESL teachers focus on developing the students' knowledge of content based vocabulary, which will enhance both their English literacy and content area skills. In order to enhance the effectiveness of the model, both the general education and the ESL teacher will regularly collaborate to share data, common plan, and develop strategies and units for further instruction.

Traditional Push-In ESL

Traditional push-in ESL services will be provided to ELLs in kindergarten, first, and fourth grade. These services will be provided by a licensed ESL teacher who will spend the daily 90 minute literacy period in each classroom. This will ensure that the beginners and intermediate students receive their 2 units of ESL instruction per week. During that time she will provide language support to small groups and collaborate with the classroom teacher to effectively plan and implement instruction. Depending on the needs of the students, this instruction could involve guided reading groups, supplementary vocabulary instruction, phonics support, or other determined literacy needs. Though instruction would be primarily in English, the ESL teacher would also be available to provide native language support if needed.

ELL Subgroups

The steps we take to annually evaluate ELLs using the NYSESLAT test are using the WRAP to evaluate students every 6 weeks in grades K-5, Interim assessments in grades 3-5 (ITA), ELL after-school program assessments, classwork and teacher feedback. All students complete math and writing baseline assessments, as well as mid year and end year assessments.

In order to address the needs of our specific, high-needs ELL population we provide a variety of specific supportive services to aid in their success. This section will discuss the programs available for each subgroup.

Newcomers

Newcomer ELLs selecting English only instruction will be placed with a certified ESL teacher either in a self-contained or push-in ESL setting. These classes will include intermediate students as well as newcomers, giving students the opportunity to interact with and learn from their more fluent peers. They will also receive scaffolded instruction and support. Newcomer ELLs selecting bilingual instruction will be placed into heterogeneous bilingual classes. All of these students will be encouraged to attend our Title III after school program where the focus will be on language development and comprehension.

Long-Term ELLs

Most long-term ELLs are required to take City and State standardized tests. They will receive intervention services and small group instruction tailored to meet their individual needs. These students will participate in our Title III after-school program where the focus will be on writing skills and comprehension. Additionally, during the 2009-2010 academic year, the Inquiry Team focused specifically on male fourth and fifth grade ELLs, several of whom fit into the long-term ELL subgroup. During this intervention they received targeted vocabulary instruction that will be carried into the 2010-2011 academic year.

ELLs with IEPs

ELLs identified as having special needs receive a range of support services. All students receive the mandated services outlined in their IEP's. These services include speech, SETTS, Occupational therapy, Physical therapy, guidance etc. In addition, students receive AIS services when needed. There is currently one bilingual special needs class with a dedicated bilingual paraprofessional. Additionally, a bilingual SETTS teacher provides instructional services to students with IEPs. A bilingual speech teacher is also on-site part-time, to work with students whose IEPs are so designated. General education teachers, ESL teachers, and service providers continually collaborate to ensure the success of the IEP.

Former ELLs

Former ELLs who have recently reached proficiency on the NYSESLAT and transition out of the bilingual and ESL program, still require close attention and support, especially in their first year. Every effort will be made to ensure that they receive intervention services that will assist with their transition into the mainstream population. Our departmentalized push-in program will provide greater opportunities for students to receive continued support during their transition.

Targeted Intervention Programs

In order to ensure the success of our ELLs, we have instituted a series of intervention programs. All but the AIS groups are available to all our ELLs, and the flexible nature of these programs provides the opportunity to adjust our practices in response to the changing needs of our population. Any changes made come in response to standardized testing data, teacher collected data and observations, and changes to the student population.

Title III After School Programs

For the last several years we have run a Title III after school program that provides additional focused language support for our ELLs. This past year, we developed a writing based after school curriculum to respond to the test data we saw concerning both our ELLs and the general education population. We will continue to refine our after school ELL writing academy in the year to come in accordance with this year's ELA and NYSESLAT data. While this program is optional, we highly encourage it, especially for our beginners, long term ELLs, and SIFE students.

Extended Day

During the extended day period three days a week, we will offer focused vocabulary development in the context of content and comprehension development. By enhancing the vocabularies of our ELLs during this time, we will be able to better promote their background knowledge during the other academic periods during the day. Additionally, we will provide them with the skills to build their mental schema and tackle challenging new words in future contexts. This past year the Inquiry Team piloted a vocabulary program during extended day focusing on 4th and 5th grade male ELLs and, using the Peabody as an assessment, saw an improvement in the students' overall vocabularies at the end of the school year. Our goal is to expand and refine this program to reach a wider range of students in the upcoming year. We will also use strategic grouping when structuring our extended day program so that students are working in small homogenous groups developed to reach their specific needs.

AIS Groups

In this school year, we will use AIS small groups as another way to respond to the needs that arise throughout the school year. In these groups, students from either one class or different classes are grouped together based on their reading level or academic proficiency level. They are then provided with focused support and practice several times a week. These groups also give opportunities for students to more comfortably practice the listening and speaking components of English.

Parent Program Choice

Monthly parent orientation meetings are held for our new ELL entrants to provide parents with information regarding the choices available to them. Additionally, the bilingual coordinator is available at all times to meet with parents and to explain all available options. When the students are registered into the school, parents fill out a home language survey. Based on the survey the students' home language is determined. If the student has a home language other than English they are given the LAB R exam to determine placement. If a child score indicates that they are an ELL student they must be placed in either a bilingual or ESL class. Parent choice surveys are distributed to the parents and they must choose a program for their child. The process of identifying the student and appropriate placement is completed within ten days of registration. To ensure that the parent choice letters are completed the bilingual coordinator explains the options to the parent and in most cases has the parent fill out the form at registration. In the event that the form is not returned, the bilingual coordinator reaches out to the parents by letter and by phone. The same process applies to entitlement letters. All copies are kept in the bilingual coordinators office.

A review of the parent surveys by our bilingual coordinator indicates that the trend is for parents to request a transitional bilingual program or self contained ESL for their children. In order to service our large population of students who choose ESL over bilingual we created self contained ESL classes on three grade levels as well as our new departmentalized push-in ESL program. From the results we have seen so far, we are confident that these models provide effective ESL services to more students despite our low number of ESL certified teachers.

Parental Involvement

We have a parent coordinator and a very active parent association that works closely with the parents in the community to assess parent needs and address parental concerns. We have a lot of opportunities hosted in the school during the day and on weekends for parents to get involved in. We host parent workshops that are interactive and hands on. This year we had bread making and knitting, to name some examples. We also have workshops where parents come in and work with their children on a project. St. Barnabas hospital ran a workshop about the H1N1 virus and is coming back to talk to the parents about Diabetes and obesity. In the spring an organization called Divas will be presenting on HIV and AIDS awareness. The parents also sponsored a trip to the aquarium on a Saturday this year. We also have Family Bingo nights, basketball games and had a Thanksgiving feast for the parents. Through these events, our parent coordinator and Parent association are available to speak

with parents about any issues they may have. They are also available during the school day. Our bilingual coordinator hosts monthly meetings with the parents of our ELL students and is available to discuss any questions or concerns parents may have about the ELL programs in the school.

Assessments Used

Students all take mandated state tests, and all ELLs are given the opportunity to select the language in which they want to take applicable exams. Interim assessments are given regularly to monitor student progress and form appropriate instructional groups in the classroom. The use of ECLAS, WRAP and ITA's in reading and math are helpful in guiding our instructional practices both in the classroom and after school programs. All math exams on the upper grades are standards aligned and teachers track student progress on particular standards. They are then able to use this data to identify necessary re-teach standards.

Trends in Data

A review of the NYSELAT data indicates that our ELL consistently perform lower on the Reading/ Writing sections of assessments than they do on the Listening/ Speaking sections. The WRAP scores from the 2009-2010 school year indicate consistent progress from students in all classrooms.

Modifications in Response to Data

In response to the NYSELAT data we have created ELA after school programs specifically for our ELL students and follow them up with a writing academy for ELLs in the spring. Students are also targeted for AIS services as well as morning tutoring time. Within the classroom, ESL teachers use WRAP data to restructure groups, develop targeted interventions, motivate students, and continually evaluate student progress and success.

As a school community we have worked diligently to develop effective instructional approaches and practices for our ELLs. We have focused on cooperative learning, the use of visuals, integrating of semantic maps and graphic organizers, the use of context clues, the activating of prior knowledge and both heterogenous and homogenous grouping of ELLs in small group settings to encourage learning from one another.

We have purchased new materials to use with our ELL students during the day as well as after school. Rosetta Stone, a technology based program, is being used in the morning tutoring time. This program allows students to work independently at their own paces. For our after school program, we purchased *Journeys*, a science based language development program. Throughout the school we are moving towards the *Balanced Literacy* approach with the use of ESL strategies to enhance comprehension. We additionally believe that balanced literacy will promote our students' writing skills. The program will also give teachers greater opportunities to refine the curriculum in response to their own students' needs.

The assessment tool P.S. 70 uses to assess the early literacy skills is the Writing and Reading Assessment Profile (WRAP) on both primary and intermediate levels. The primary WRAP focuses on assessing letter name and recognition, in addition to sight word recognition. The intermediate WRAP transitions into a reading comprehension tool which is aligned with Fountas and Pinnell.

The WRAP is administered every 6 to 7 weeks. The results are analyzed carefully to detect patterns and trends among the ELL students. The teachers use the WRAP results along with their personal conferencing notes to determine academic gaps among their ELL students. The WRAP assists the teachers in determining the vocabulary focus, the focus on reading comprehension skills and the small groupings in which they will guide instruction. Since the WRAP is aligned with Fountas and Pinnell, it quickly highlights any students falling behind grade level. This evidence of academic concern provides a focus for our Academic Intervention Team. It is not unusual to see high numbers of ELL students being serviced on based on their low WRAP scores.

NYSESLAT DATA

The data patterns across proficiency levels of the LAB-R and NYSESLAT demonstrate a proportionately direct growth between age, grade level advancement and acquisition of the English language. The data reveal a higher number of beginner levels in comparison to advanced levels among the kindergarten students; where as the testing grades reveal a higher number of advanced students in comparison to beginner students.

The transition from beginner level to advanced level is steady and creating a normal bell curve. This data indicates we need to place stronger ELL support systems in the lower grades to begin to shift the number of advanced students in the earlier grades.

The results from the NYSESLAT modalities affect our instructional decisions in a variety of ways. First, the data demonstrate a strong awareness of listening and speaking skills across all of the grade levels. Our ELL population succeeds in

these two modalities, which indicates our school-wide focus for our ELL's needs to be on reading and writing. These statistics are especially prevalent in the testing grades. This data helps to determine the number of bilingual classes versus ESL classes for each grade level. In addition, it determines the resources and the number of staff needed to provide additional services.

Secondly, the statistics show the largest populations of students are scoring an intermediate level on both the reading and writing. This leads our school to place a school-wide focus on comprehension skills and writing skills; both grammar and composition. The school-wide focus is for both teachers and students. The teacher focus is on daily word study lessons as well as daily writing lessons across content areas. The interdisciplinary instruction helps to build a strong awareness and foundation for these skills. The student focus is on explicit lessons utilizing ELL strategies as well as small group instruction focusing on vocabulary development and comprehension development among the ELL's.

In analyzing our ELL data we see one common pattern across all of the grades; the ELL students are increasing in their level of proficiency on the NYSESLAT with each grade level, but not with the ELA or the predictive assessments. The majority of our kindergarten ELL's place at a beginner proficiency, whereas the majority of our 5th grade ELL's place at an advanced proficiency. The assumption would then be made that our ELL's would achieve a higher Tier on the ELA and/or predictive assessments. However, our data does not yield this trend. The statistics indicate our ELL students, across all of the grades, fall in the Tier 1 (2 levels below grade level) or Tier 2 (below grade level) ranges on all of the ELA and predictive assessments.

The data indicates a distinct need for our ELL students. Possible theories we need to explore are: 1) the need to build up prior knowledge about a variety of non-fiction topics, 2) the need to build up tier two words for understanding and meaning of vocabulary, 3) the need to teach reading comprehension strategies and skills, and 4) the need to review similarities and differences of the formats and stylization of the assessments.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10 A-2
School District: 9 Type of Program: ESL Bilingual Both (Check one only) School Building
- PS 70

(Complete this form for each school building with LEP students in grades K-6 during 2009-10)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL															
Arabic (ARB)					1					2								
Bengali (BEN)								1		1								
Bosnian (BOS)																		
Chinese (CMN)																		
French (FRA)	0		0	1		1				1								
H. Creole (HAT)																		
Hindi (HIN)																		
Japanese (JPN)																		
Korean (KOR)																		
Polish (POL)																		
Portuguese (POR)																		
Russian																		

(RUS)																		
Spanish (SPA)	62	39	23	52	24	28	62	22	40	77	25	52	70	20	50	73	18	55
Vietnamese (VIE)																		
SUB → TOTALS																		

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6
Identified in the Building in 2009-10
(Do not include long-term LEPs)

396

Total Number of LEP students in grades K-6 Served

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10
A-2

School District: 09

Type of Program: ESL ____ Bilingual ____ Both
(Check one only)

School Building 070

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

Lang uage	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Identifi ed	Served		Iden ti fied	Served		Ident ified	Served		Ident ified	Served		Ident ified	Served		Iden tified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
AFR IKA ANS																		
TWI other			2						2						2			1
SUB TOT ALS	⇒		25			30			43			56			52			56

SAMPLE STUDENT SCHEDULE 20092010 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 9 Grade K &1 School Building: X70

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:40 To:9:25	Subject (specify) Math	Subject (Specify) Literacy/ ESL	Subject (Specify) Literacy/ ESL	Subject (Specify) Literacy	Subject (Specify) Prep
2	From:9:25 To:10:05	Subject (specify) Prep	Subject (Specify) Literacy/ ESL	Subject (Specify) Literacy/ ESL	Subject (Specify) Literacy	Subject (Specify) Prep
3	From:10:05 To:10:50	Subject (specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
4	From:10:55 To:11:40	Subject (specify) Math	Subject (Specify) Math	Subject (Specify) Prep	Subject (Specify) Math/ ESL	Subject (Specify) Math
5	From:11:45 To:12:30	Subject (specify) Literacy	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math/ ESL	Subject (Specify) Math
6	From:12:35 To:1:20	Subject (Specify) Literacy	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Prep	Subject (Specify) Social Studies/

						ESL
7	From:1:25 To:2:10	Subject (Specify) Science/ ESL	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Writing	Subject (Specify) Literacy
8	From:2:10 To:3:00	Subject (Specify) Writing/ ESL	Subject (Specify) Prep	Subject (Specify) Science/ Writing	Subject (Specify) Writing	Subject (Specify) Literacy/ ESL

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: TBE Dual Language

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 9 Grade 5

School Building: x70

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:40 To:9:25	Subject (Specify) Literacy/ NLA Spanish	Subject (Specify) Literacy/ Writing/ NLA Spanish	Subject (Specify) Literacy/NLA Spanish	Subject (Specify) Prep	Subject (Specify) Math
2	From:9:25 To:10:05	Subject (Specify) Literacy/ NLA Spanish	Subject (Specify) Literacy/NLA Spanish	Subject (Specify) Literacy/NLA Spanish	Subject (Specify) Math	Subject (Specify) Math
3	From:10:05 To:10:50	Subject (Specify) Math/ ESL Spanish	Subject (Specify) Math	Subject (Specify) Math/ ESL	Subject (Specify) Math	Subject (Specify) Literacy/ NLA Spanish

4	From:10:55 To:11:40	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Literacy/ NLA Spanish	Subject (Specify) Literacy/ NLA Spanish
5	From:11:45 To:12:30	Subject (Specify) Prep	Subject (Specify) Prep	Subject (Specify) Prep	Subject (Specify) Literacy/ NLA Spanish	Subject (Specify) Math
6	From:12:35 To:1:20	Subject (Specify) Social Studies/ ESL	Subject (Specify) Science/ ESL	Subject (Specify) Writing	Subject (Specify) Writing/ ESL	Subject (Specify) Science/ ESL
7	From:1:25 To:2:10	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From:2:10 To:3:00	Subject (Specify) Computers	Subject (Specify) Writing/ ESL	Subject (Specify) Social Studies/ ESL	Subject (Specify) Social Studies/ ESL	Subject (Specify) Social Studies/ ESL

Professional Development Program –

In order to make sure that all teachers are familiar with the needs of ELLs as well as the strategies necessary to effectively instruct them, we spent Chancellor’s Day in June 2009 focusing specifically on ELLs. Every staff member took a section of the NYSESLAT test and discussed what content was covered, how the questions were structured, and how to provide support in class to help the students succeed on the exam. They then each attended two workshops that were taught by either a certified ESL teacher or a trained staff member. The workshops included ELL math strategies, reading strategies, vocabulary strategies, classroom environment, and using ESL strategies in the balanced literacy classroom. In the 2009-2010 school year, we used a

professional developmental day to continue our ELL training and ensure that each staff member has the mandatory 7.5 hours. Teachers are additionally invited to attend professional development workshops sponsored by our LSO (Integrated Curriculum) around working with ELL students.

We also have a bilingual coordinator who provides continuous support to all bilingual staff members. She provides instruction to the ELL population in a whole class or small group setting.

In order to enhance communication and collaboration among all parties working with ELLs, teachers are regularly invited to attend common planning, curriculum development, and mandatory grade conferences. In these settings, bilingual, ESL, and general education teachers meet to discuss and share instructional strategies. They also participate in curriculum planning on their grade level. During grade meetings, literacy, math, and writing coaches regularly provide supportive services. They continue this support by offering model lessons on a weekly basis. A schedule is posted monthly and all teachers are welcome to attend.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(\$38,185.00)	Teacher per-session (focus on language development in English and the native language; high academic achievement in math and core academic areas based on student needs) for extended day. 34 days/68hours – Teachers @ 49.89= \$30,532.68
Purchased services - High quality staff and curriculum development contracts.	(\$12,698.00)	Rosetta Stone Language Website Urban Education Website

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(\$12,697.00)	To support classroom instruction before and after school. Guided reading books classroom libraries on all levels, independent reading books, math HTP that provides intervention strategies for ELLs, comprehension intervention strategies kits that focuses on vocabulary to increase comprehension. Also, translation machines for parent involvement.
Educational Software (Object Code 199)		
Travel		N/A
Other		
TOTAL	(\$63,580.00)	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We used NYSESLAT data as well as the Home Language Surveys to identify our language needs. This data was gathered via several ATS reports.

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.

The majority of the 396 LEP students have a home language of Spanish. In addition there are 3 students who speak Afrikaans, 2 students who speak French, 1 student who speaks TWI, 2 students who speak Bengali, 1 student speaks Nahuatt, and 1 who speaks Soninke. This information was reported to the school community via newsletters and faculty meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parent letters will be translated using the DOE translation services available through the NYCDOE and on the NYCDOE website. Both outside and in-house translation will be provided. Interpreters will be called if needed for a specific language. An outside telephone system will be installed to further inform parents and our community to be available in all languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided using the DOE's translation and interpretation services as well as in-house school staff and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents will be informed of all the services available at the school and community via:

- Back-to-school-night
- Monthly informational letters sent home
- Interpreters (staff or parent volunteers) will available at all parent workshops and Parent-Teacher conferences.
- Parent Meetings
- Parent Coordinator
- Translation Equipment
- All school and parent individual meetings
- New Telephone Informational System

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,632,280	271,166	1,903,446
2. Enter the anticipated 1% set-aside for Parent Involvement:	16,322	27,117	43,439
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	81,614	*	
4. Enter the anticipated 10% set-aside for Professional Development:	163,228	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **Test Prep Courses**

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

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

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

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

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

Parent Involvement Policy Max Schoenfeld Public School 70X

Section I: Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 70, *(in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act)*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS70's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS70 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS70's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS70 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS70 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

School-Parent Compact:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment. This will enable the students to meet the New York State standards.
2. Hold parent-teacher conferences twice a year in November and March during which this compact will be discussed as it relates to student achievement.
3. Provide parents with frequent reports on their child's progress via progress reports, telephone conferences and various forms of data.
4. Provide parents reasonable access to staff. Staff will be available to parents during parent/teacher conferences, parent association meetings, parent coordinator and teacher's prep periods.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely fashion.
7. Involve parents in the joint development of any schoolwide program plan in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1 programs, requirements, and the right of parents to be involved in ?Title I programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and in languages that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as practically possible.
12. Provide individual state assessment reports.
13. Provide each parent timely notice when their child has been assigned or has taught for four consecutive weeks by a teacher who in not highly qualified within the meaning of the term in section of the 200.56 of the title I.

PARENT RESPONSIBILITIES

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

1. Monitoring attendance
2. Making sure that homework is complete
3. Monitoring amount of television their children watch
4. Volunteering in my child's classroom
5. Participating, as appropriate, in decisions relating to my child's education
6. Promoting positive use of my child's extracurricular time
7. Staying informed about my child's education and communication with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as 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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The needs assessment of our school is an ongoing process and reflects both qualitative and quantitative components. The School Leadership Team conducted a comprehensive review and analysis of student's achievement, both schoolwide and disaggregated, for general education, bilingual/ESL students and special education students. In conducting this review the following data was utilized:

- NYS standardized tests
- WRAP
- Progress Report
- Quality Review
- Predictive Assessments
- Learning Survey
- Attendance
- Student's Portfolios
- Suspensions
- Student Work

2. Schoolwide reform strategies that:

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

3. Instruction by highly qualified staff.

Instruction will be provided by certified teachers only. The programs implemented will conform with all New York State standards. A comprehension program of professional development will be in place to insure that teachers are receiving the support and training needed to conduct highly effective classroom instruction.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development in literacy for K-3 teachers will be provided by one coach dedicated to the early childhood grades. An Aussie consultant will also provide ongoing professional development. Professional development on grade 4-5 will be provided by two lead teachers dedicated to those grades alone and will focus on the workshop model. Curriculum units and data assessments will be ongoing to all skill areas.

Mathematics professional development will be provided by two coaches and will focus on hands-on activities that will address problem solving strategies and higher order thinking skills.

Professional development in writing for grades K-4 by one coach and grade 5 by one lead teacher.

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

Proactive efforts have been in place in this endeavor. We have a committee that has reached out to colleges and universities to recruit certified teachers.

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

Workshops will be provided by both literacy coaches, math coaches and assistant principals. Their focus will be on introducing parents to the various instructional programs that their children are participating in. Additionally, hands-on presentations will focus on ways that parents can support their children and support the school's instructional program. Our school also has two SES programs to further support us.

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.

Each spring staff members visit the local pre-schools and daycare centers where some of our kindergarten teachers attend. Presentations are made and material distributed that introduces our school to them and addresses ways in which the transition into kindergarten can be made as smoothly as possible.

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.

Data is shared on an ongoing basis with the School Leadership Team and during weekly grade conferences. Instructional strategies are discussed and analyzed. Curriculum planning is offered both during grade conferences and after-school.

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.

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.

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

Explanation/Background:

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

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

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

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

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

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

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

zfProgram Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,632,280		
Title I, Part A (ARRA)	Federal	✓			271,166		
Title II, Part A	Federal	✓			370,085		
Title III, Part A	Federal	✓			63,580		
Title IV	Federal			✓	N/A		
IDEA	Federal	✓			147,640		
Tax Levy	Local	✓			7,305,254		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

P.S. 70’s location in the Morrisiana section of the South Bronx presents the school with a historically underserved population. We have a high percentage of students living in shelters, an ELL population of 30%, and a 4% Special Needs population. A large portion of our at-risk population have not met academic achievement. We were identified as Restructuring (Advanced) in ELA and Mathematics for our Special Education and English Language Learners.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$ 1,632,380; 10% of Title I allocation = \$ 163,228.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The Title I funds for professional development will be spent on

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Experienced teachers will meet with new teachers during common preparation periods to discuss issues they are confronting in their classrooms. Mentors will assess new teachers' needs, conduct necessary observations, and offer critical feedback. Following debriefing sessions and/or additional observations.
 - New teachers will receive ongoing advisement from our school-based literacy and mathematics coaches during weekly grade meetings and common preparation periods. New teachers will receive ongoing advisement from our school-based literacy and mathematics coaches during weekly grade meetings and common preparation periods. In addition, new teachers will be partnered with senior teachers for daily assistance.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The principal will address all parents at Open School Night at the start of the year to school-wide areas of improvement and goals. A transcript of her speech will be provided in both English and Spanish and sent home with student's homework folder. Principal will also have letters available in main office, Parent Coordinator office and Parent Association Presidents office. The Parent Coordinator will be available every day to address parent concerns either in person or over the telephone.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently had 162 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Priority support is provided for STH population in regard to support services such as:

- At-risk Health-related Services
- Social Worker
- Guidance Counselor
- AIS teacher services
- 37.5 minutes & Extended day
- Saturday Academy
- School supplies

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 070 Max Schoenfeld					
District:	9	DBN:	09X070	School		320900010070

DEMOGRAPHICS

Grades Served:	Pre-K		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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.3	90.9	90.9
Kindergarten	202	223	195				
Grade 1	216	223	226	Student Stability - % of Enrollment:			
Grade 2	202	210	206	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	278	233	258		89.8	90.9	89.7
Grade 4	238	256	239				
Grade 5	264	236	234	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		85.8	85.8	96.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		51	166	162
Grade 12	0	0	0				
Ungraded	1	2	2	Recent Immigrants - Total Number:			
Total	1401	1383	1360	(As of October 31)	2007-08	2008-09	2009-10
					18	18	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	65	59	60	Principal Suspensions	62	60	6
# in Collaborative Team Teaching (CTT) Classes	10	0	19	Superintendent Suspensions	9	3	7
Number all others	62	74	65				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	165	131	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	247	303	TBD
# ELLs with IEPs	12	33	TBD
Number of Teachers	108	100	103
Number of Administrators and Other Professionals	28	28	15
Number of Educational Paraprofessionals	5	4	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.9
				% more than 2 years teaching in this school	62.0	73.0	83.5
				% more than 5 years teaching anywhere	49.1	57.0	66.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	82.0	88.3
American Indian or Alaska Native	0.3	0.1	2.0	% core classes taught by "highly qualified" teachers	95.2	99.2	99.0
Black or African American	25.6	23.2	21.5				
Hispanic or Latino	70.3	72.2	74.0				
Asian or Native Hawaiian/Other Pacific	3.0	2.7	1.9				
White	0.4	0.4	0.1				
Male	51.9	49.9	50.3				
Female	48.1	50.1	49.7				

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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			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				v	

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native		-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-				
Students with Disabilities	vsh	v	-			
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	31.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	4.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	1.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	23.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

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

**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 402	District 09	School Number 070	School Name Max Schoenfeld
Principal Kerry Castellano		Assistant Principal Kimberly Fisher	
Coach Mary Blackwell		Coach Tanya Ballard	
Teacher/Subject Area Claris Colon/ESL		Guidance Counselor Juan Cruz	
Teacher/Subject Area Michele Silva/ESL		Parent Lillian Gonzalez	
Teacher/Subject Area Amalfi Abreu		Parent Coordinator Ann Ramirez	
Related Service Provider Mr.Todd		Other Zulma Bermudez	
Network Leader Jacqueline Gonzalez		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	4	Number of Certified Bilingual Teachers	9	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1341	Total Number of ELLs	396	ELLs as Share of Total Student Population (%)	29.53%
------------------------------------	-------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

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

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

Part 11: ELL Identification Process

Question # 1 & # 4

1. Administer HLIS: The steps we take for the initial identification of ELL students are to administer the HLIS by a trained pedagogue.
2. Oral Interview: We conduct an oral interview with the student and parent, if there is no-one to translate in the parents language, we contact the translation unit.
3. Persons responsible for Intake Process: The people responsible for the intake process are a group of teachers who are trained in the ELL identification process to assist the Bilingual Coordinator (Ms. Bermudez) and the ESL teacher (Ms. Silva).
4. Administration of LAB-R: Once a child is determined to be eligible for LAB-R, we administer the LAB-R test which is hand scored, recorded, and a copy kept on file with the testing coordinator (Ms. Caputo), before returning the grids to the borough assessment officer (Sharon Cahr). Note: Hispanic students who are entitled as per LAB-R are administered the Spanish LAB.
5. Parent Orientation: Based on LAB-R scores, students who are entitled for ELL services receive an invitation letter to invite parents to come to a parent orientation. The bilingual coordinator, ESL teacher, and parent coordinator, conduct the orientation. We show the video in English and Spanish and give a thorough explanation of all three programs offered in New York City, Bilingual, Dual Language, and ESL.
6. Distribution of Parent Option Letter: The parent option letter is given to parents after watching the video. We present the research about each program and its benefits for second language learners. At this time the parent makes an informed decision and completes the parent option form.
7. We continually run the RLER report to identify students who are entitled and ensure that all Ell's take the annual NYSESLAT test.

Question # 2

Outreach:

At our parent orientation meeting the parent selection survey form is available to parents. Orientation is done within 10 days of the student's admission. At this meeting we have an agenda and sign in sheet to confirm parent's attendance. For example, if 15 parents attended, we make sure we have collected 15 parent option letters. The information we are giving to parents is in English and Spanish via the video. If the video is not available in a language of the parent we would contact the translation unit.

In the event that a parent does not come to the orientation meeting, we inform the teachers and ask them to send parents to the Bilingual Coordinator or ESL teacher in room 352 to show them the video and explain their options. We send a first and second notice home to parents inviting them to come either in the morning when they drop off their child and/or in the afternoon when they pick them up. There is always someone available to assist with the parent selection form. After we have exhausted all previous options as a last resort we complete the process over the phone and thoroughly explain the 3 options.

Question # 3

Entitlement letters are distributed to classroom teachers with Ell's. The child's name, date, and entitlement specifications are on the letter. Students are directed to have parent sign and return letters to their homeroom teacher the following day. The Bilingual and ESL teachers visit each class on a weekly basis to ensure forms have been returned. In the event a parent has not returned an entitlement form signed the school contacts that parent via telephone requesting the form. A log is kept pertaining to dates and/or 1st and 2nd notices sent out.

Copies of each entitlement letter are made and kept on file.

Question # 5 & # 6

We continually look at the trend within the school over the past few years. ESL and Transitional Bilingual have been the prevalent choice for the past 3 years. Due to an influx of more immigrant students, more parents are choosing ESL as an option. Many of our parents are concerned with their children acquiring English proficiency quickly.

The program models offered at our school do represent and are aligned with parent requests. se to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1	1	1	1	1								7
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained			1	1		1								3
Push-In		2	1	1	2	1								7
Total	2	3	3	3	3	3	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	396	Newcomers (ELLs receiving service 0-3 years)	284	Special Education	16
SIFE		ELLs receiving service 4-6 years	84	Long-Term (completed 6 years)	12

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		
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	Total
TBE	65			7			5			77
Dual Language										0
ESL	151			81			9			241
Total	216	0	0	88	0	0	14	0	0	318

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	37	22	19	21	18	17								134
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	37	22	19	21	18	17	0	134						

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	28	40	52	50	55								248
Chinese														0
Russian														0
Bengali			1	1										2
Urdu														0
Arabic		1		2										3
Haitian														0
French		1		1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		2		2	1								7
TOTAL	25	30	43	56	52	56	0	0	0	0	0	0	0	262

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling

Description of ESL Programs

In the 2010-2011 school year, this population will be serviced by nine fully certified bilingual teachers and four fully certified ESL teachers. We will use a combination of transitional bilingual, self-contained ESL, a departmentalized push-in ESL program, and a push-in program to address the individualized needs of all ELLs. All models use scaffolded support, specific ESL strategies, and targeted small groups.

Spanish Transitional Bilingual

A Spanish transitional bilingual program will be available on all grade levels and in each case will be taught by a fully certified teacher. Additionally, paraprofessionals will provide targeted support within these classrooms. Teachers will use a combination of focused small group work and differentiated independent work to supplement whole group instruction and enhance achievement. Each classroom will have leveled Spanish and English libraries to promote and encourage literacy in both Spanish and English. Instruction will be provided in a combination of English and Spanish based on the needs of the students, with the eventual goal of primarily English instruction. At the beginning of the year social studies and science will be explicitly taught in the native language. Each individual teacher will determine the language for math instruction based on the English proficiency and skills sets of their students. English reading and writing will be explicitly taught in English. By the end of the year, students will be provided content area instruction in English in addition to in the native language. The use of NLA skills play an important role in our bilingual classrooms. NLA skills are used in the content areas to ensure student understanding of specific concepts. Students transfer their skills in NLA to the acquisition of the second language. Students will receive 1 unit of NLA instruction per week. All students in the bilingual program receive 1 unit of ELA instruction per week.

Students will receive either 1 or 2 units of ESL instruction per week within the transitional bilingual classroom depending on their proficiency levels. 1 unit (180 min) for beginners and intermediates and 2 units (360 min) for the advanced students.

Self-Contained ESL

We developed self-contained ESL classes to meet the growing demand of parents in the community who wanted their children taught solely in English. For this upcoming school year there will be self-contained ESL classes taught by a fully certified ESL d texts, and interactive activities. During whole instruction teachers will additionally use total physical response to enhance comprehension, and during independent work and small group instruction students will be grouped strategically based on English fluency in addition to academic performance. Paraprofessionals will also be available to work with small groups and provide native language support, especially for newcomers. ELL students in the self contained classes will receive 2 units of ESL instruction per week if they are beginners or intermediates and 1 unit of ESL instruction per week if they are advanced.

Departmentalized Push-in ESL

This past year we developed a departmentalized push-in ESL program to address the needs of our large ELL population on the 2nd, 3rd, and 5th grades. For this program, advanced ELLs are grouped together with some monolingual students in a class primarily taught by a certified general education teacher. For one 45 minute period a day that general education teacher switches students with the ESL teacher on the grade. The beginning ESL students and the intermediate students are placed in the ESL self contained class so that they may receive 2 units of ESL instruction per week. During the time that the ESL teacher switches with the monolingual teacher, the ESL teacher instructs students in science and social studies using explicit ESL strategies. The general education teacher pushes into the all ESL class for that period and at that time provides science and social studies instruction. This model helps support advanced ELLs as well as former ELLs by ensuring that they have continued ESL support even while in a mainstream classroom. For the upcoming school year, we help to further refine the model by having the ESL teachers focus on developing the students' knowledge of content based vocabulary, which will enhance both their English literacy and content area skills. In order to enhance the effectiveness of the model, both the general education and the ESL teacher will regularly collaborate to share data, common plan, and develop strategies and units for further instruction.

Traditional Push-In ESL

Traditional push-in ESL services will be provided to ELLs in kindergarten, first, and fourth grade. These services will be provided by a licensed ESL teacher who will spend the daily 90 minute literacy period in each classroom. This will ensure that the beginners and intermediate students receive their 2 units of ESL instruction per week. During that time she will provide language support to small groups and collaborate with the classroom teacher to effectively plan and implement instruction. Depending on the needs of the students, this instruction could involve guided reading groups, supplementary vocabulary instruction, phonics support, or other determined literacy needs. Though instruction would be primarily in English, the ESL teacher would also be available to provide native language support if needed.

ELL Subgroups

The steps we take to annually evaluate ELLs using the NYSESLAT test are using the WRAP to evaluate students every 6 weeks in grades K-5, Interim assessments in grades 3-5 (ITA), ELL after-school program assessments, classwork and teacher feedback. All students complete math and writing baseline assessments, as well as mid year and end year assessments.

In order to address the needs of our specific, high-needs ELL population we provide a variety of specific supportive services to aid in their success. This section will discuss the programs available for each subgroup.

Newcomers

Newcomer ELLs selecting English only instruction will be placed with a certified ESL teacher either in a self-contained or push-in ESL setting. These classes will include intermediate students as well as newcomers, giving students the opportunity to interact with and learn from their more fluent peers. They will also receive scaffolded instruction and support. Newcomer ELLs selecting bilingual instruction will be placed into heterogeneous bilingual classes.

Long Term ELLs

Most long-term ELLs are required to take City and State standardized tests. They will receive intervention services and small group instruction tailored to meet their individual needs. These students will participate in our Title III after-school program where the focus will be on writing skills and comprehension. Additionally, during the 2009-2010 academic year, the Inquiry Team focused specifically on male fourth and fifth grade ELLs, several of whom fit into the long-term ELL subgroup. During this intervention they received targeted vocabulary instruction that will be carried into the 2010-2011 academic year.

ELLs with IEPs

ELLs identified as having special needs receive a range of support services. All students receive the mandated services outlined in their IEP's. These services include speech, SETTS, Occupational therapy, Physical therapy, guidance etc. In addition, students receive AIS services when needed. There is currently one bilingual special needs class with a dedicated bilingual paraprofessional. Additionally, a bilingual SETTS teacher provides instructional services to students with IEPs. A bilingual speech teacher is also on-site part-time, to work with students whose IEPs are so designated. General education teachers, ESL teachers, and support, especially in their first year. Every effort will be made to ensure that they receive intervention services that will assist with their transition into the mainstream population. Our departmentalized push-in program will provide greater opportunities for students to receive continued support during their transition with teacher for second grade,

third grade, and fifth grade. The students in these classes will primarily be beginner to intermediate ELLs. In these classrooms all whole class instruction will be provided in English and specific ESL strategies will be used to provide scaffolded language support. We will focus on making content comprehensible by using a combination of manipulatives, visuals, technology, leveled books.

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?

Targeted Intervention Programs

In order to ensure the success of our ELLs, we have instituted a series of intervention programs. All but the AIS groups are available to all our ELLs, and the flexible nature of these programs provides the opportunity to adjust our practices in response to the changing needs of our population. Any changes made come in response to standardized testing data, teacher collected data and observations, and changes to the student population.

Title III After School Programs

For the last several years we have run a Title III after school program that provides focused language support for our ELLs. This past year, we developed a writing based after school program.

Extended Day

During the extended day period three days a week, we will offer focused vocabulary development in the context of content and comprehension development. By enhancing the vocabularies of our ELLs during this time, we will be able to better promote their background knowledge during the other academic periods during the day. Additionally, we will provide them with the skills to build their mental schema and tackle challenging new words in future contexts. This past year the Inquiry Team piloted a vocabulary program during extended day focusing on 4th and 5th grade male ELLs and, using the Peabody as an assessment, saw an improvement in the students' overall vocabularies at the end of the school year. Our goal is to expand and refine this program to reach a wider range of students in the upcoming year. We will also use strategic grouping when structuring our extended day program so that students are working in small homogenous groups developed to reach their specific needs.

AIS Groups

In this school year, we will use AIS small groups as another way to respond to the needs that arise throughout the school year. In these groups, students from either one class or different classes are grouped together based on their reading level or academic proficiency level. They are then provided with focused support and practice several times a week. These groups also give opportunities for students to more comfortably practice the listening and speaking components of English.

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development and Teacher Support

In order to make sure that all teachers are familiar with the needs of ELLs as well as the strategies necessary to effectively instruct them, we spent Chancellor's Day in June 2009 focusing specifically on ELLs. Every staff member took a section of the NYSESLAT test and discussed what content was covered, how the questions were structured, and how to provide support in class to help the students succeed on the exam. They then each attended two workshops that were taught by either a certified ESL teacher or a trained staff member. The workshops included ELL math strategies, reading strategies, vocabulary strategies, classroom environment, and using ESL strategies in the balanced literacy classroom. In the 2009-2010 school year, we used a professional developmental day to continue our ELL training and ensure that each staff member has the mandatory 7.5 hours. Teachers are additionally invited to attend professional development workshops sponsored by our LSO (Integrated Curriculum) around working with ELL students.

We also have a bilingual coordinator who provides continuous support to all bilingual staff members. She provides instruction to the ELL population in a whole class or small group setting. This complies with the 7.5 professional development hours required for all teachers, and 10 hours for special education teachers and paraprofessionals.

The ESL teacher and bilingual coordinator attend professional development sessions such as QTEL, Estrellita, Scaffolding strategies, and monthly network meetings in order to turn-key professional development to teachers, counselors, and Assistant Principals at the school level.

In order to enhance communication and collaboration among all parties working with ELLs, teachers are regularly invited to attend common planning, curriculum development, and mandatory grade conferences. In these settings, bilingual, ESL, and general education teachers meet to discuss and share instructional strategies. They also participate in curriculum planning on their grade level. During grade meetings, literacy, math, and writing coaches regularly provide supportive services. They continue this support by offering model lessons on a weekly basis. A schedule is posted monthly and all teachers are welcome to attend.

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?

Parent Program Choice

Monthly parent orientation meetings are held for our new ELL entrants to provide parents with information regarding the choices available to them. Additionally, the bilingual coordinator is available at all times to meet with parents and to explain all available options. When the students are registered into the school, parents fill out a home language survey. Based on the survey the students' home language is determined. If the student has a home language other than English they are given the LAB R exam to determine placement. If a child score indicates that they are an ELL student they must be placed in either a bilingual or ESL class. Parent choice surveys are distributed to the parents and they must choose a program for their child. The process of identifying the student and appropriate placement is completed within ten days of registration. To ensure that the parent choice letters are completed the bilingual coordinator explains the options to the parent and in most cases has the parent fill out the form at registration. In the event that the form is not returned, the bilingual coordinator

reaches out to the parents by letter and by phone. The same process applies to entitlement letters. All copies are kept in the bilingual coordinators office.

A review of the parent surveys by our bilingual coordinator indicates that the trend is for parents to request a transitional bilingual program or self contained ESL for their children. In order to service our large population of students who choose ESL over bilingual we created self contained ESL classes on three grade levels as well as our new departmentalized push-in ESL program. From the results we have seen so far, we are confident that these models provide effective ESL services to more students despite our low number of ESL certified teachers.

Parental Involvement

We have a parent coordinator and a very active parent association that works closely with the parents in the community to assess parent needs and address parental concerns. We have a lot of opportunities hosted in the school during the day and on weekends for parents to get involved in. We host parent workshops that are interactive and hands on. This year we had bread making and knitting, to name some examples. We also have workshops where parents come in and work with their children on a project. St. Barnabas hospital ran a workshop about the H1N1 virus and is coming back to talk to the parents about Diabetes and obesity. In the spring an organization called Divas will be presenting on HIV and AIDS awareness. The parents also sponsored a trip to the aquarium on a Saturday this year. We also have Family Bingo nights, basketball games and had a Thanksgiving feast for the parents. Through these events, our parent coordinator and Parent association are available to speak with parents about any issues they may have. They are also available during the school day. Our bilingual coordinator hosts monthly meetings with the parents of our ELL students and is available to discuss any questions or concerns parents may have about the ELL programs in the school response to questions 1-4 here

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)	41	25	20	20	7	15								128
Intermediate(I)	13	22	29	42	24	28								158
Advanced (A)	8	5	13	15	39	30								110
Total	62	52	62	77	70	73	0	0	0	0	0	0	0	396

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	40	3	2	4	3	3							
	I	14	15	6	3	4	2							
	A	8	44	54	70	63	68							
	P	0	0	0	0	0	0							
READING/ WRITING	B	55	18	2	4	3	3							
	I	7	31	48	61	52	56							
	A	0	3	12	12	15	14							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	40	25	8	0	73
4	8	38	9	0	55
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	6	2	0	0	8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	20		42		13		3		78
4	11		40		9		0		60
5									0
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	14		29		15		1		59
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies				
NYSAA Science	0			

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

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

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

2007	39	41.1%	39	41.1%	17	17.9%	0	0%	17	17.9%
2008	22	30.1%	41	56.2%	10	13.7%	0	0%	10	13.7%
2009	21	29.6%	36	50.7%	14	19.7%	0	0%	14	19.7%
2010	37	47.4%	29	37.2%	10	12.8%	2	2.6%	12	15.4%

Grade 4

Year	Level 1	Level 2	Level 3	Level 4	Total 3+4					
2006	2	8.0%	18	72.0%	5	20.0%	0	0%	5	20.0%
2007	28	38.9%	37	51.4%	7	9.7%	0	0%	7	9.7%
2008	28	38.9%	30	41.7%	14	19.4%	0	0%	14	19.4%
2009	13	20.6%	28	44.4%	22	34.9%	0	0%	22	34.9%
2010	21	30.9%	38	55.9%	9	13.2%	0	0%	9	13.2%

Grade 5

Year	Level 1	Level 2	Level 3	Level 4	Total 3+4					
2006	5	41.7%	6	50.0%	1	8.3%	0	0%	1	8.3%
2007	19	33.3%	36	63.2%	2	3.5%	0	0%	2	3.5%
2008	5	7.7%	45	69.2%	15	23.1%	0	0%	15	23.1%
2009	7	11.5%	32	52.5%	22	36.1%	0	0%	22	36.1%
2010	25	43.1%		28	48.3%	5	8.6%	0	0%	5

Grade 3-5

Year	Level 1	Level 2	Level 3	Level 4	Total 3+4					
2006	8	17.8%	27	60.0%	10	22.2%	0	0%	10	22.2%
2007	86	38.4%	112	50.0%	26	11.6%	0	0%	26	11.6%
2008	55	26.2%	116	55.2%	39	18.6%	0	0%	39	18.6%
2009	41	21.0%	96	49.2%	58	29.7%	0	0%	58	29.7%
2010	83	40.7%	95	46.6%	24	11.8%	2	1%	26	12.7%

PS70 ELL data trends in NYSELA show:

- There has been a leap of 11.1% from 2008 to 2009 in ELL achievement at Level 3
- Over the past 3 years, since 2007 there has been steady improvement in ELL outcomes overall of 18.1%
- Over this period Grade 5 achieved a significant increase in proficiency of 32.6% and Grade 4 improved by 25.4%
- In 2010 the NYSELA Test marking criteria was more rigorous this year & PS70 student performance was significantly altered as a result.

ENGLISH LANGUAGE LEARNERS ACHIEVEMENT LEVELS FOR PAST 4 YEARS IN NYS MATHEMATICS

Grade 3

Year	Level 1	Level 2	Level 3	Level 4	Total 3+4					
2006	26	28.6%	24	26.4%	38	41.8%	3	3.3%	41	45.1%
2007	14	14.0%	35	35.0%	45	45.0%	6	6.0%	51	51.0%
2008	3	3.8%	18	22.8%	54	68.4%	4	5.1%	58	73.4%
2009	2	2.6%	19	25.0%	52	68.4%	3	3.9%	55	72.4%
2010	20	23.8%	42	50.0%	15	17.9%	7	8.3%	22	26.2%

Grade 4

Year	Level 1	Level 2	Level 3	Level 4	Total 3+4					
2006	21	29.2%	21	29.2%	29	40.3%	1	1.4%	30	41.7%
2007	14	18.4%	27	35.5%	32	42.1%	3	3.9%	35	46.1%
2008	11	14.5%	19	25.0%	42	55.3%	4	5.3%	46	60.5%
2009	11	16.4%	13	19.4%	41	61.2%	2	3.0%	43	64.2%
2010	10	13.5%	50	67.6%	13	17.6%	1	1.4%	14	18.9%

Grade 5

Year	Level 1	Level 2	Level 3	Level 4	Total 3+4					
2006	19	31.1%	25	41.0%	17	27.9%	0	0.0%	17	27.9%
2007	12	18.2%	24	36.4%	29	43.9%	1	1.5%	30	45.5%
2008	8	11.1%	16	22.2%	45	62.5%	3	4.2%	48	66.7%
2009	5	7.2%	24	34.8%	32	46.4%	8	11.6%	40	58.0%
2010	15	22.4%	34	50.7%	16	23.9%	2	3.0%	18	26.9%

Grade 3-5

Year	Level 1	Level 2	Level 3	Level 4	Total 3+4					
2006	66	29.5%	70	31.3%	84	37.5%	4	1.8%	88	39.3%
2007	40	16.5%	86	35.5%	106	43.8%	10	4.1%	116	47.9%
2008	22	9.7%	53	23.3%	141	62.1%	11	4.8%	152	66.9%
2009	18	8.5%	56	26.4%	125	59.0%	13	6.1%	138	65.1%
2010	45	20.0%	126	56.0%	44	19.6%	10	4.4%	54	24.0%

PS70 NYS Mathematics data trends show for ELL students show:

- 27.6% increase in level 3 & 4 from 2006 to 2008, however there was a slight decrease of 1.8% in 2009
- Level 4 students showed a consistent increase since 2006 and a 1.3% increase from 2008-2009
- Level 3 increased by 24.6% from 2006 to 2008 although there was a 3.1% decrease from 2008-2009
- Level 1 decrease at a steady rate whereas level 2 fluctuates from year to year
- Grade 4 increase in level 3 & 4 over a four year period of 22.5% while 2008-2009 show a 3.7% increase.
- Level 1's decreased in grades 3 and 5 since 2006 by 26% and 23.9% while grade 3 decreased 14.7% from 2006-2008 and increased 1.9% from 2008-2009
- In 2010 the NYS MATHEMATICS Test marking criteria was more rigorous this year & PS70 student performance was significantly altered as a result.

Assessments Used

Students all take mandated state tests, and all ELLs are given the opportunity to select the language in which they want to take applicable exams. Interim assessments are given regularly to monitor student progress and form appropriate instructional groups in the classroom. The use of ECLAS, WRAP and ITA's in reading and math are helpful in guiding our instructional practices both in the classroom and after school programs. All math exams on the upper grades are standards aligned and teachers track student progress on particular standards. They are then able to use this data to identify necessary re-teach standards.

Trends in Data

A review of the NYSELAT data indicates that our ELL consistently perform lower on the Reading/ Writing sections of assessments than they do on the Listening/ Speaking sections. The WRAP scores from the 2009-2010 school year indicate consistent progress from students in all classrooms.

Modifications in Response to Data

In response to the NYSELAT data we have created ELA after school programs specifically for our ELL students and follow them up with a writing academy for ELLs in the spring. Students are also targeted for AIS services as well as morning tutoring time. Within the classroom, ESL teachers use WRAP data to restructure groups, develop targeted interventions, motivate students, and continually evaluate student progress and success.

As a school community we have worked diligently to develop effective instructional approaches and practices for our ELLs. We have focused on cooperative learning, the use of visuals, integrating of semantic maps and graphic organizers, the use of context clues, the activating of prior knowledge and both heterogenous and homogenous grouping of ELLs in small group settings to encourage learning from one another.

We have purchased new materials to use with our ELL students during the day as well as after school. Rosetta Stone, a technology based

program, is being used in the morning tutoring time. This program allows students to work independently at their own paces. For our after school program, we purchased Journeys, a science based language development program. Throughout the school we are moving towards the Balanced Literacy approach with the use of ESL strategies to enhance comprehension. We additionally believe that balanced literacy will promote our students' writing skills. The program will also give teachers greater opportunities to refine the curriculum in response to their own students' needs.

The assessment tool P.S. 70 uses to assess the early literacy skills is the Writing and Reading Assessment Profile (WRAP) on both primary and intermediate levels. The primary WRAP focuses on assessing letter name and recognition, in addition to sight word recognition. The intermediate WRAP transitions into a reading comprehension tool which is aligned with Fountas and Pinnell.

The WRAP is administered every 6 to 7 weeks. The results are analyzed carefully to detect patterns and trends among the ELL students. The teachers use the WRAP results along with their personal conferencing notes to determine academic gaps among their ELL students. The WRAP assists the teachers in determining the vocabulary focus, the focus on reading comprehension skills and the small groupings in which they will guide instruction.

Since the WRAP is aligned with Fountas and Pinnell, it quickly highlights any students falling behind grade level. This evidence of academic concern provides a focus for our Academic Intervention Team. It is not unusual to see high numbers of ELL students being serviced on based on their low WRAP scores.

NYSESLAT DATA

The data patterns across proficiency levels of the LAB-R and NYSESLAT demonstrate a proportionately direct growth between age, grade level advancement and acquisition of the English language. The data reveal a higher number of beginner levels in comparison to advanced levels among the kindergarten students; where as the testing grades reveal a higher number of advanced students in comparison to beginner students.

The transition from beginner level to advanced level is steady and creating a normal bell curve. This data indicates we need to place stronger ELL support systems in the lower grades to begin to shift the number of advanced students in the earlier grades.

The results from the NYSESLAT modalities affect our instructional decisions in a variety of ways. First, the data demonstrate a strong awareness of listening and speaking skills across all of the grade levels. Our ELL population succeeds in these two modalities, which indicates our school-wide focus for our ELL's needs to be on reading and writing. These statistics are especially prevalent in the testing grades. This data helps to determine the number of bilingual classes versus ESL classes for each grade level. In addition, it determines the resources and the number of staff needed to provide additional services.

Secondly, the statistics show the largest populations of students are scoring an intermediate level on both the reading and writing. This leads our school to place a school-wide focus on comprehension skills and writing skills; both grammar and composition. The school-wide focus is for both teachers and students. The teacher focus is on daily word study lessons as well as daily writing lessons across content areas. The interdisciplinary instruction helps to build a strong awareness and foundation for these skills. The student focus is on explicit lessons utilizing ELL strategies as well as small group instruction focusing on vocabulary development and comprehension development among the ELL's.

In analyzing our ELL data we see one common pattern across all of the grades; the ELL students are increasing in their level of proficiency on the NYSESLAT with each grade level, but not with the ELA or the predictive assessments. The majority of our kindergarten ELL's place at a beginner proficiency, whereas the majority of our 5th grade ELL's place at an advanced proficiency. The assumption would then be made that our ELL's would achieve a higher Tier on the ELA and/or predictive assessments. However, our data does not yield this trend. The statistics indicate our ELL students, across all of the grades, fall in the Tier 1 (2 levels below grade level) or Tier 2 (below grade level) ranges on all of the ELA and predictive assessments.

The data indicates a distinct need for our ELL students. Possible theories we need to explore are: 1) the need to build up prior knowledge about a variety of non-fiction topics, 2) the need to build up tier two words for understanding and meaning of vocabulary, 3) the need to teach reading comprehension strategies and skills, and 4) the need to review similarities and differences of the formats and stylization of the assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		