



I.S. 303 HERBERT S. EISENBERG

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: I.S. 303 HERBERT S. EISENBERG
ADDRESS: 501 WEST AVENUE
TELEPHONE: 718-996-0100
FAX: 718-996-3785

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010303 **SCHOOL NAME:** I.S. 303 Herbert S. Eisenberg

SCHOOL ADDRESS: 501 WEST AVENUE, BROOKLYN, NY, 11224

SCHOOL TELEPHONE: 718-996-0100 **FAX:** 718-996-3785

SCHOOL CONTACT PERSON: Mr. Gary Ingrassia **EMAIL ADDRESS:** GIngras@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lenore Pulzone

PRINCIPAL: Mr. Gary Ingrassia

UFT CHAPTER LEADER: Edward Opper

PARENTS' ASSOCIATION PRESIDENT: Julia Daniely

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN 605

NETWORK LEADER: WENDY KARP/Jose V. De La Cruz

SUPERINTENDENT: ISABEL DIMOLA

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
Mr. Gary Ingrassia	Principal	Electronic Signature Approved. Comments: yes yes yes
Lenore Pulzone	UFT Member	Electronic Signature Approved. Comments: yes yes yes approved
Audrey Houston	Admin/CSA	Electronic Signature Approved. Comments: yes yes yes approved
Edward Opper	UFT Chapter Leader	Electronic Signature Approved. Comments: yes yes yes approved
Josephine Deorio	UFT Member	Electronic Signature Approved. Comments: yes yes yes approved
Johnny Yuen	Title I Parent Representative	Electronic Signature Approved. Comments: yes yes yes approved
Marylou Consolo	Parent	Electronic Signature Approved. Comments: yes yes yes approved
Anisha Mendez	Parent	Electronic Signature Approved. Comments: yes yes yes Approved
Julia Daniely	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes yes yes Approved
Fior Torres	Parent	Electronic Signature Approved. Comments: yes yes yes yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

School Vision and Mission

We are committed to helping our students to fully realize their skills and talents and to make use of them and their community and in the city, state and the world beyond. Our students have always gone on to make us proud and we are committed to seeing that this continues. It is our firm belief that all students can reach their full academic and social potential with the support of school and family to form one working, cohesive unit.

Contextual Information About the School's Community and its Unique/Important Characteristics

Our school employs an interdisciplinary, multicultural approach to all subject areas. We provide departmental meetings and staff developments on a regular basis. These meetings are a forum for teachers, administrators and supervisors to discuss alternative teaching methods in order to appeal to the various learning styles and cultures of our students.

The West Avenue Academy for Arts and Sciences is committed to providing the best possible education for all of our students. We build upon the intuitive knowledge of the gifted and talented student to maximize their academic development. We offer a distinctive curriculum which promotes a learning environment that supports and challenges the educational needs of our students. To assist students in making the transition from elementary to middle school with as little difficulty as possible, we provide tutoring and guidance services.

- Extended Day Reading and Mathematics Instruction
 - Guidance services
 - Title III programs for ESL students
- Law Court under the instruction of a practicing attorney and educator
 - Cutting edge digital photography program
 - Dance Program, including Ballroom Dancing
 - Arista / Archon for 7th and 8th grade students

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		I.S. 303 Herbert S. Eisenberg								
District:		21	DBN #:		21K303	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			92.5	93.6	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			95.7	94.65	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		261	262	222	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		216	256	251			64.1	64.1	79.4	
Grade 8		303	225	266						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			2	2	TBD	
Grade 12		0	0	0						
Ungraded		2	5	7	Recent Immigrants - Total Number:					
Total		782	748	746	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							22	35	16	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		23	30	47	Principal Suspensions		6	5	TBD	
# in Collaborative Team Teaching (CTT) Classes		8	4	11	Superintendent Suspensions		10	12	TBD	
Number all others		40	35	48						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	64	71	85	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	10	27	Number of Teachers	58	54	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	12	TBD
				Number of Educational Paraprofessionals	1	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	89.7	88.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	58.6	72.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	76	TBD
American Indian or Alaska Native	0.1	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.1	99.1	TBD
Black or African American	18.2	16.6	16.5				
Hispanic or Latino	24.7	25.5	28.2				
Asian or Native Hawaiian/Other Pacific Isl.	16	17.9	20.5				
White	41	40	34.7				
Multi-racial							
Male	45.6	46.5	48.1				
Female	54.4	53.5	51.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	91.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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As a result of a comprehensive needs assessment, which includes an analysis of related data and observations, the Annual School Report Card, the NYS Accountability Status Report, NY Start data analysis, ARIS, Inquiry Team data analysis, focus walks and parent and teacher surveys, the School Leadership Team has identified the following:

Greatest Accomplishments:

- I.S. 303 achieved a NYS Accountability Status of "In Good Standing" for the 2010-2011 school year.
- All subgroups surpassed the NYS AMO target on the NYS Mathematics exam, thus making Adequate Yearly Progress, as identified by the NYS Accountability Report.
- Over 90% of our pedagogical staff is actively involved in Inquiry meetings and data analysis.
- Increased communication with our parent community through our automated telephone message system, **School Messenger**.

Aids:

- Common planning periods have given teachers an opportunity to discuss effective teaching strategies and share best practices.
- Intensive professional development has led to improved lesson planning strategies and the effective implementation of differentiated instruction.
- Through the use of the literacy – based software program, Achieve 3000, teachers have been able to provide individualized instruction to all ELA students, including English Language Learners and Students with Disabilities.
- Student – owned classrooms

The School Leadership Team has utilized the following data to identify areas in need of improvement:

- The academic performance of special education students are of particular concern as I.S. 303 failed make "Adequate Yearly Progress" (AYP) as measured by the NYS Accountability Report in English Language Arts as students in the Students with Disabilities subgroup (SWD) and English Language Learners (ELL) subgroup failed to

meet the Effective Annual Measurable Objective as identified by the NYS Education Department.

47% of all students achieved a Level 3 or 4 on the NYS ELA exam.

9% of all SWD achieved a Level 3 or 4 on the NYS ELA exam.

4% of all ELL achieved a Level 3 or 4 on the NYS ELA exam.

17% of SWD achieved a Level 3 or 4 on the NYS Mathematics exam in the seventh grade.

Barriers:

After careful consideration, the SLT has identified the following factors that may have inhibited student progress and performance:

Newer teachers must receive further training to better serve the needs of our expanding ELL and SWD population.

There currently exists a need to expand the school's native language library to encourage ELLs to practice reading every day

There is an increased need for additional planning periods for general education and SETTS teachers

Strategies to encourage better parent involvement must be addressed so teachers and parents can work together to monitor students' progress, identify individual needs and support every student's overall academic and emotional growth.

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.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, there will be a 3% decrease in the number of students who perform at Level 1 in ELA as measured by the results of the NYS ELA exam.	<input type="checkbox"/> To further support the academic progress of all students in English Language Arts, with an emphasis on Students with Disabilities and English Language Learners.
<input type="checkbox"/> 2. By June 2011, all students, including Students with Disabilities (SWD) and English Language Learners (ELL) will demonstrate a mean gain of 50 Lexile points on Achieve 3000 summative assessment in English Language Arts.	<input type="checkbox"/> To further support the academic progress of all students in English Language Arts, with an emphasis on Students with Disabilities and English Language Learners.
<input type="checkbox"/> 3. By June 2011, 85% of all teachers will utilize Edline as a primary communication tool. <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> To improve parent involvement. <input type="checkbox"/> <input type="checkbox"/>

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

English

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. By June 2011, there will be a 3% decrease in the number of students who perform at Level 1 in ELA as measured by the results of the NYS ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Expand professional development and training for teachers of students with disabilities and English Language Learners</p> <p>Provide outreach opportunities for parents of students with disabilities and English Language Learners in coordination with special education staff and ESL staff.</p> <p>Increase the inventory of classroom libraries, including native language libraries.</p> <p>The effective implementation of research – based programs will help meet the needs of students with disabilities.</p> <p>Focused professional development will ensure better teaching practices.</p> <p>Increased communication between teachers and parents can provide additional academic and</p>

	<p>emotional support to all students.</p> <p>Common planning periods for English Language Arts Mathematics teachers, including teachers of Students with Disabilities and English Language Learners.</p> <p>Professional development provided by coaches and / or mentors.</p> <p>The principal, Assistant Principals, Coaches and teachers involved in inquiry will analyze student work and portfolios to help support focused instruction for all students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> I.S. will utilize Tax Levy, Title I, C4E, and Title III and Part 154 funds to support this initiative.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Administrators will conduct focus walks and analyze student work and common planning periods; analyze student progress with inquiry team members.</p>

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. By June 2011, all students, including Students with Disabilities (SWD) and English Language Learners (ELL) will demonstrate a mean gain of 50 Lexile points on Achieve 3000 summative assessment in English Language Arts.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Expand professional development and training for teachers of students with disabilities and English Language Learners Provide outreach opportunities for parents of students with disabilities and English Language Learners in coordination with special education staff and ESL staff.</p> <p>increase the inventory of classroom libraries, including native language libraries.</p> <p>The effective implementation of research – based programs will help meet the needs of students with disabilities.</p> <p>Focused professional development will ensure better teaching practices.</p> <p>Increased communication between teachers and parents can provide additional academic and emotional support to all students.</p> <p>Common planning periods for English Language Arts Mathematics teachers, including teachers of Students with Disabilities and English Language Learners.</p> <p>Professional development provided by coaches and / or mentors.</p> <p>The principal, Assistant Principals, Coaches and teachers involved in inquiry will analyze student work and portfolios to help support focused instruction for all students.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> I.S. will utilize Tax Levy, Title I, C4E, and Title III and Part 154 funds to support this initiative.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Administrators will conduct focus walks and analyze student work and common planning periods; analyze student progress with inquiry teammembers.
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Subject Area
(where relevant) :

Parent Involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 3. By June 2011, 85% of all teachers will utilize Edline as a primary communication tool. <input type="checkbox"/>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I.S. 303 has purchased an annual contract with Edline, an interactive website that allows schools to create their own personalized school websites. Administrators and teachers will utilize this website to post daily homework assignments, classwork, test dates, study guides and important school information. Staff members will also create parent resource pages and enable members of the PTA to create their own page for parents to view. Workshops will be provided for both teachers and parents on the use of Edline. Administrators will monitor teachers' pages and provide support when necessary. Teachers will be able to directly communicate with all students and parents who have registered their email addresses with Edline. This will enable teachers to provide outreach to parents that may be unavailable at times during the school day. Parents will be able to initiate communication with teachers, gain access to their child's daily assignments and keep up to date with important test information, workshops and schoolwide events.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p>OTPS - Educational Software</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> • Staff members will conduct workshop for teachers and parents on the use of Edline • Agendas, minutes and sign – in sheets will be maintained for all parent workshops. • Parents will be given tear – off sheets with their own unique activation codes to ensure that they have been informed about the school’s new website • Staff members will notify parents of students who have not activated their accounts. <p><input type="checkbox"/></p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	115	115	115	115			2	
7	130	130	130	130			3	
8	130	130	130	130			3	
9								
10								
11								
12								

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

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

Part B. 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><input type="checkbox"/> EXTENDED DAY READING: Academic Intervention services are provided for at risk students in grades 6,7,and 8. Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. Students will attend classes after school, three days a week</p> <p>RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p> <p>SUMMER LITERACY– The Summer Literacy Program is made available to students who do not meet promotional criteria as specified by the New York City Department of Education Promotional Policy. The program provides services to students based on individual needs and skills essential to meeting standards.</p>
Mathematics:	<p><input type="checkbox"/> EXTENDED DAY MATH: Academic Intervention services are provided for at risk students in grades 6,7,and 8. Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. Students will attend classes after school, three days a week</p> <p>RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p>
Science:	<p><input type="checkbox"/> Academic Intervention services are provided for at risk students in grades 6,7and 8. Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. Students will attend classes before school, four days a week.</p>

	<p>RESOURCE ROOM</p> <p>Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p>
Social Studies:	<p><input type="checkbox"/> EXTENDED DAY SOCIAL STUDIES: Academic Intervention services are provided for at risk students in grades 6,7 and 8. Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. Students will attend classes before school, four days a week</p> <p>RESOURCE ROOM</p> <p>Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> Guidance is provided for students based upon teacher recommendation and guidance intervention. Students are identified and progress is documented, as well as articulated regularly, between the guidance counselor(s) and the classroom teacher. Our guidance program is dedicated to ensuring regular attendance in school and the well being of our students both academically and emotionally.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> Our School Psychologist operates as a member of the School Assessment Team and provides at – risk students with counseling and intervention based upon individual needs. The School Psychologist works closely with our guidance staff, social worker and IEP teacher to review student progress, assess student needs and provide direct support to students as well as network with external resources to further support the social and emotional development of our students.</p>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/> Social Work services are provided for students based upon teacher recommendation and guidance intervention. Students are identified and progress is documented, as well as articulated regularly, between the social worker, guidance counselor(s) and the classroom teacher. Our staff is dedicated to the well being of our students, both academically and emotionally.</p>
At-risk Health-related Services:	<p><input type="checkbox"/> SOCIAL WORK SERVICES ARE PROVIDED FOR STUDENTS BASED UPON TEACHER RECOMMENDATION AND GUIDANCE INTERVENTION. STUDENTS ARE IDENTIFIED AND PROGRESS IS DOCUMENTED, AS WELL AS ARTICULATED REGULARLY, BETWEEN THE SOCIAL WORKER, GUIDANCE COUNSELOR(S) AND THE CLASSROOM TEACHER. OUR STAFF IS DEDICATED TO THE WELL BEING OF OUR STUDENTS, BOTH ACADEMICALLY AND EMOTIONALLY.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

6,7,8

Number of Students to be Served:

LEP 72

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

I.S. 303 will provide additional instruction to ESL students during after-school sessions on Tuesdays and Thursdays, as well as Saturday mornings, beginning in November 2010. ESL students in grades 6, 7 and 8 will be taught in a small group setting on these days by a licensed teacher. The program will run through May 2011. One supervisor will oversee the program.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The teacher will receive professional development during grade and / or department conferences and planning periods. Coaches and Assistant Principals will provide the professional development.

Section III. Title III Budget

-

School: IS 303K

BEDS Code: 332100010303

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	\$15,774.44	<input type="checkbox"/> Supervisor per session: 176 hours x \$52.21/hr = \$9188.96 Teacher per session: 132 hours x 49.89/hr = \$6585.48

Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$65.56	<input type="checkbox"/> Paper, pens, pencils, books
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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.

□

An analysis of the RHLA report provided IS 303 with the following information regarding the most prominent native languages of parents spoken at home:

1. 147 Russian
2. 173 Spanish
3. 71 Urdu
4. 17 Chinese (All dialects)
5. 10 Arabic
6. 12 Bengali

Our PTA President and Parent Coordinator surveyed the parent community regarding the need for translation services at PTA meetings. Based upon this information, information provided to the parent community has been disseminated accordingly, through newsletters and notices. Additionally, a staff survey was distributed to determine which staff members may be available to provide translation services.

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.

□

An analysis of the RHLA report provided IS 303 will the following information regarding native languages of parents spoken at home:

1. 147 Russian
2. 173 Spanish
3. 71 Urdu
4. 17 Chinese (All dialects)
5. 10 Arabic
6. 12 Bengali

This information was reported to parents at PTA meetings and discussed during School Leadership Team meetings with all team members, as well as the Parent Coordinator, Marletta Barrow.

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.

IS 303 will provide written translation services to parents for all written correspondence that is sent to home to parents based upon parent / student surveys. Our Parent Coordinator will notify parents of all translation services available to them, and encourage them to contact the school if they require any specific service.

Written translation services will be provided by staff members and in – house services, when available. If a parent requires a specific service in a language that cannot be delivered by a staff member, IS 303 will reach out to parents and additional outside vendors to accommodate these parents

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.

IS 303 will provide oral translation services to parents for all meetings / programs that encourage parent attendance, based upon need. Our Parent Coordinator will notify parents of all translation services available to them, and encourage them to contact the school if they require any specific service.

Oral translation services will be provided by staff members and in – house services, when available. If a parent requires a specific service in a language that cannot be delivered by a staff member, IS 303 will reach out to parents and additional outside vendors to accommodate these parents.

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>.

Our Parent Coordinator, along with our PTA President, will work to ensure that letters are distributed to all parents, available in the primary languages spoken by parents of students at our school, informing them of their rights to translation and interpretation services and methods of receiving these services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$477,369	\$265,690	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4774		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,868	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$47,737	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

□

September 11, 2009

Herbert S. Eisenberg Parental Involvement Policy:

I. General Expectations

Herbert S. Eisenberg I.S. 303K agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

§ § § § The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Herbert S. Eisenberg I.S. 303K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. Herbert S. Eisenberg I.S. 303K will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Herbert S. Eisenberg I.S. 303K will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: parent workshops, SLT meetings and the integration of an automated phone system to notify parents of important events.
4. Herbert S. Eisenberg I.S. 303K will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Extended day reading and math programs.
5. Herbert S. Eisenberg I.S. 303K will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. I.S. 303 will analyze feedback via the School Survey, independent parent surveys and feedback obtained from the PTA President and Parent Coordinator.
6. Herbert S. Eisenberg I.S. 303K will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators
 - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement at PTA meetings and parent workshops.
 - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: grade and / or departmental meetings.
 - c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: written communication (translated, when necessary) and an automated telephone system.

III. Discretionary School Parental Involvement Policy Components

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

- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Herbert S. Eisenberg I.S. 303K on September 13, 2010 and will be in effect for the period of September 2010 -- June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

□

September 11, 2009

I.S. 303K School-Parent Compact

Herbert S. Eisenberg I.S. 303K, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

Herbert S. Eisenberg I.S. 303K will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: implementing research – based teaching strategies in the classroom, providing differentiated instruction to meet the individual needs of all students and using data to drive instruction.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 16, 2010 and February 17, 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: quarterly school report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent – teacher conferences, open house dates,
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. 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.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

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.

□

As a result of a comprehensive needs assessment, which includes an analysis of related data and observations, the Annual School Report Card, the NYS Accountability Status Report, NY Start data analysis, ARIS, Inquiry Team data analysis, focus walks and parent and teacher surveys, our school has achieved a NYS Accountability Status of “In Good Standing” for the 2010-2011 school year. However, students in the Students with Disabilities subgroup and ELL subgroup did not make AYP on the NYS ELA exam. Additionally, the academic performance of special education students and English Language Learners remain a concern, as 81% of students in the SWD subgroup achieved a Level 1 or 2 on the 2010 NYS ELA exam and 63% of students in the SWD subgroup achieved a Level 1 or 2 on the 2010 NYS Math.

Students with Special Needs

An analysis of available data for the 2010 English Language Arts exam for this subgroup indicates the following

- 14 Further analysis indicates the following:
 - 55% of Students with Disabilities in all grades achieved a performance level of 3 or higher on the NYS ELA exam
- P in both English Language · Additional literacy periods each week (when available)
 - Intensive professional development on key instructional issues including differentiated instruction and data analysis
 - Inquiry meetings within each department and / or grade
 - Student – owned classrooms
 - Differentiated instruction and leveled texts using the Achieve 3000 software program in English Language Arts

After careful consideration, the SLT has identified the following factors that may have inhibited student progress and performance:

- There currently exists a need to expand the school’s native language library to encourage ELLs to practice reading every day
- There is an increased need for additional planning periods for general education and SETTTS teachers
- There exists a need to further train newer special education teachers as some of our more seasoned SpEd teachers have retired.

As a result of a comprehensive needs assessment, including focus walks conducted by the principal and members of his Cabinet and School Leadership Team, analysis of data by members of the Inquiry Team, including the New York State Accountability Status Report and data available on ARIS and ATS, and assessment of student work and portfolios, the school has identified the following priorities:

- Expand professional development and training for teachers of students with disabilities and English Language Learners

- Provide outreach opportunities for parents of students with disabilities and English Language Learners in coordination with special education staff and ESL staff.
 - Increase the inventory of classroom libraries, including native language libraries
 - The effective implementation of research – based programs will help meet the needs of students with disabilities
 - Focused professional development will ensure better teaching practices
 - Increased communication between teachers and parents can provide additional academic and emotional support to all students.
- Targeted Population – Students with Disabilities and English Language Learners English Language Arts
- Ø Integrated Curriculum and Instruction Learning Support Organization (ICI LSO) will offer a course catalogue featuring professional learning institutes for twenty – first century principals and schools.
 - Ø Common planning periods for English Language Arts Mathematics teachers, including teachers of Students with Disabilities and English Language Learners.
 - Ø Professional development provided by coaches and / or mentors.
- □ The principal, Assistant Principals, Coaches and teachers involved in inquiry will analyze student work and portfolios to help support focused instruction for all students.
- Ø Strategic Use of Performance Data
- We will begin to implement a structured process, based on the Nancy Love protocols for Collaborative Inquiry for analyzing data and using it to plan future instruction.
- Means of Evaluation:
- I. Reflects formative and summative evaluation (infusion testing)
 - II. Include multiple methods of evaluation
 - III. Evidence of monitoring for implementation and improvement are provided
 - IV. Evaluations are comprehensive and appropriate for the strategy / action
- Parental Involvement
- Monitored Interventions
- The Quality Review is a thorough assessment of the progress the school has made and the effectiveness of inquiry based practices to build coherence in our school community.
- During these walks staff members will observe classroom organization and grouping, evidence of the use of rubrics to assess student work, working standardized portfolios, and evidence of a print – rich environment. Based on data collected during these walks, team members will be able to assess teacher familiarity with content and teaching strategies, student understanding of classroom instruction and evidence of student learning, the deliverance of clear expectations to students, and evidence of rituals and routines established in the classroom. In addition, the administration will collect data from teachers, students, and parents. Teachers will maintain working portfolios to assess aspects of restructuring that have proven effective in addition to those implementation steps that propose a more difficult transition. Students will also be given the opportunity to conference with teachers to offer the insight of their perspective of the implementation process. Parents will be able to provide their assessment of the school's implementation of recent initiatives through parental surveys. They will also have the forum of the Parent Teacher Association (PTA) meetings, which will allow them to voice any accolades or concerns they may have with the restructuring process carried out by our school.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

As a result of a comprehensive needs assessment, including focus walks conducted by the principal and members of his Cabinet and School Leadership Team, analysis of data by members of the Inquiry Team, including the New York State Accountability Status Report and data available on ARIS and ATS, and assessment of student work and portfolios, the school has identified the following priorities:

- Expand professional development and training for teachers of students with disabilities
- Provide outreach opportunities for parents of students with disabilities in coordination with special education staff

The implications are as follows:

- Teachers will be better able to meet the instructional needs of students with disabilities as they will be able to implement more effective teaching strategies.
- The effective implementation of research – based programs will help meet the needs of students with disabilities
- Focused professional development will ensure better teaching practices
- Increased communication between teachers and parents can provide additional academic and emotional support to all students.

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.

□I.S. 303 will provide academic intervention services after school on Tuesdays, Wednesdays, Thursdays and Saturdays (contingent upon funding) to service those students who are at - risk of not meeting state performance standards on the ELA and Math exams.

o Help provide an enriched and accelerated curriculum.

□I.S. 303 will provide students who have illustrated an exemplary understanding of grade performance standards and learning strands an opportunity to participate in our SIGMA/SIGMA Elite programs. Upon successful completion of this program, students will receive one year of high - school level mathematics and one year of high - school level science. Additionally, many of our students will be given opportunities to participate in many of our talent classes, including dance/drama, media/digital photography, law court, and creative writing.

o Meet the educational needs of historically underserved populations.

□I.S. 303 strives to provide students with enrichment activities after school, including chess, lego robotics, and pod casting as well as remedial reading and math instruction during extended day activities. We try to coordinate these activities on different days so students are able to participate in all activities. Additionally, we try to give as many students as possible the opportunity to participate in many of our talent classes, including drama/dance, media/ digital photography, law court and

creative writing. We provide academic intervention services (AIS) to all students who demonstrate a need based upon teacher and / or parent recommendation.

- 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.

□

I.S. 303 is dedicated to assisting those students whom are at risk in mathematics, reading and / or attendance. We offer Academic Intervention Services (AIS) to those children with the intention of improving students' reading and math levels. Students encountering problems in other major subjects also receive AIS through the following services.

The students receiving Academic Intervention Services (AIS) are selected based on the following sources: ATS reports, the annual school report card, state and city test scores (Levels I and II), NY Start Reports, Scantron, Achieve 3000 assessments, attendance data, teacher feedback based on teacher developed tests and informal teacher evaluations. An item skills analysis report is available for teachers of math and reading to help identify the needs of their students. However, the ARIS Reports have been analyzed and distributed to all teachers for every student that has taken the standardized exams. In addition, teachers are currently accessing their classes' ARIS Reports on-line in order to better serve the needs of their students. Records kept of the services and progress of students are regularly monitored and assessed. Additionally, the classroom teacher articulates with the other staff members who work with targeted students. Certain targeted students, based on standardized exam scores receive additional periods in mathematics and reading from Title I teachers and paraprofessionals. In September, students are assessed in order to determine the appropriate services required, such as the number of days and hours of intervention provided on a weekly basis. We at I.S. 303 are aware of the problems students of today may face, both academically and socially and how they can affect academic performance. Our guidance plays an important role in academic intervention.

- o Are consistent with and are designed to implement State and local improvement, if any.

□

3. Instruction by highly qualified staff.

□

Any remaining staff members whose deficiencies are dependent upon the acquisition of college credits in the appropriate areas, or certification exams to complete the licensing requirements received incentives by the administration to satisfy these requirements.

Additionally, training seminars within various subject areas and professional development opportunities have been provided to these designated teachers to assist them in complying with New York State certification requirements.

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.

All staff members will participate in various professional development activities throughout the year. Professional Development will be provided by network leaders and third – party consultants schoolwide reform initiatives, Wilson Language Program, and various external resources, based upon availability and funding.

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

I.S. 303 will continue to actively canvas for highly qualified pedagogues in compliance with New York State certification guidelines to fill proposed staff vacancies. I.S. 303 will communicate with regional recruiters to identify individuals who satisfy certification and licensing requirements.

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

The School Leadership Team at IS 303 will continue to coordinate workshops for parents, in coordination with the PTA and Parent Coordinator. These workshops will allow parents opportunities to familiarize themselves with educational initiatives implemented within the school, as well as provide them with resources to extend these practices at home with their children. Additionally, I.S. 303 recently implemented an automated telephone system to keep parents informed about daily events in the school. I.S. 303 will also launch an interactive website via "Edline" which will enable teachers to post daily assignments, projects and exams online. Parents and students will be able to access the posted assignments, view school calendars, track student performance via an online gradebook and communicate with all members of the school community via email.

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.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be given an opportunity to analyze student performance using reports generated on ARIS. Coaches and Assistant Principals will offer teachers assistance and professional development on methods to utilize this information to help target student needs. Teacher assessments (both formal and informal) will help develop effective instructional strategies to address the needs of our students. Weekly grade conferences, Teacher Inquiry Teams and teacher surveys will encourage teachers to provide school administrators with useful information to guide instructional practices within our 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.

□

I.S. 303 is dedicated to assisting those students whom are at risk in mathematics, reading and / or attendance. We offer Academic Intervention Services (AIS) to those children with the intention of improving students' reading and math levels. Students encountering problems in other major subjects also receive AIS through the following services.

The students receiving Academic Intervention Services (AIS) are selected based on the following sources: ATS reports, the annual school report card, state and city test scores (Levels I and II), NY Start Reports, Scantron, Achieve 3000 assessments, attendance data, teacher feedback based on teacher developed tests and informal teacher evaluations. An item skills analysis report is available for teachers of math and reading to help identify the needs of their students. However, the ARIS Reports have been analyzed and distributed to all teachers for every student that has taken the standardized exams. In addition, teachers are currently accessing their classes' ARIS Reports on-line in order to better serve the needs of their students. Records kept of the services and progress of students are regularly monitored and assessed. Additionally, the classroom teacher articulates with the other staff members who work with targeted students. Certain targeted students, based on standardized exam scores receive additional periods in mathematics and reading from Title I teachers and paraprofessionals. In September, students are assessed in order to determine the appropriate services required, such as the number of days and hours of intervention provided on a weekly basis. We at I.S. 303 are aware of the problems students of today may face, both academically and socially and how they can affect academic performance. Our guidance plays an important role in academic intervention.

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.

□

All academic and social programs supported under NCLB, as well as all other available Federal, State and local services, are provided to our students. All instructional programs supported by Title I funding have been made available to all students under as a Schoolwide program school, including extended day activities, blended support services, counseling and supplies to support instructions.

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 specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			477369	True	CEP Goal #1, Goal #2
Title I, Part A (ARRA)	Federal	Yes			295690	True	CEP Goal #1, Goal #3
Title II	Federal			N/A			
Title IV	Federal			N/A			
Tax Levy	Local	Yes			3,711,094	True	CEP Goal #1, Goal #3
Title III	Federal	Yes			15840	True	Goal #1

¹**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.

²**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

There are currently six students in our school who currently reside in Temporary Housing.

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

These students are offered counseling as part as our AIS program and parent outreach through our Parent Coordinator, Marletta Barrow.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_21K303_110110-142806.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 605	District 21	School Number 303	School Name Herbert S. Eisenberg
Principal Gary Ingrassia		Assistant Principal Audrey Houston	
Coach Josephine DeOrio		Coach Heather Adelle	
Teacher/Subject Area Ann Hall/ ESL		Guidance Counselor	
Teacher/Subject Area J. Nork		Parent	
Teacher/Subject Area		Parent Coordinator Marletta Barrow	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	730	Total Number of ELLs	72	ELLs as Share of Total Student Population (%)	9.86%
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Part II: ELL Identification Process

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

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

The ESL Assistant Principal, ESL teacher and Parent support staff work collaboratively to ensure that all English Language Learners are properly identified and placed in classes that will meet their academic needs. Upon review of a child's language skills, including classroom assessment and parental feedback on the HLIS, children who might qualify for the ESL program are interviewed and assessed by our ESL team. Our ESL teacher conducts the formal initial assessment and analyzes each child's performance on the exam to identify the proper placement for that child. Parents are required to attend our mandated orientation and entitlement letters are sent out to each qualifying student and their families in their native language. To accommodate the numerous languages spoken amongst our population, our school has implemented a Freestanding English as a Second Language (ESL) pull-out program. This program is reflective of the parent choices made on the Parent Survey Selection Forms that parents complete after the mandated Orientation that parents attend which is facilitated by our schools ESL teacher, ELL liaison and parent coordinator. The trend of parent program choices since the 2001 school-year has been ESL. We currently do not have dual language or bilingual programs in our schools, as we have not had any parents choose these programs as an option. In the event that parents now or in the future will select a dual-language or bilingual program, we will take the steps to begin implementation of addition second language programs.

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	To t #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained							2	2	2						6
Push-In															0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	
SIFE	16	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	17

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="32"/>	<input type="text" value="6"/>	<input type="text" value="3"/>	<input type="text" value="27"/>	<input type="text" value="0"/>	<input type="text" value="12"/>	<input type="text" value="17"/>	<input type="text" value="1"/>	<input type="text" value="14"/>	<input type="text" value="76"/>
Total	<input type="text" value="32"/>	<input type="text" value="6"/>	<input type="text" value="3"/>	<input type="text" value="27"/>	<input type="text" value="0"/>	<input type="text" value="12"/>	<input type="text" value="17"/>	<input type="text" value="1"/>	<input type="text" value="14"/>	<input type="text" value="76"/>

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

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0													

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	8	9					26
Chinese								1	1					2

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
Russian							5	7	4					16
Bengali							1	1	1					3
Urdu							5	2	4					11
Arabic							1	2	1					4
Haitian							1							1
French								1						1
Korean								1						1
Punjabi														0
Polish														0
Albanian														0
Other								2						0
TOTAL	0	0	0	0	0	0	22	23	20	0	0	0	0	65

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.

Our school's ESL program has six pull-out classes taught by one ESL teachers. Our ESL teacher has been teaching ESL for at least five years and holds an ESL license. The ELLs are grouped homogeneously based on their NYSESLAT scores. Groups consist of "beginning", "intermediate", "advanced" or a combination of "beginning" and "intermediate". "Beginning" and "intermediate" ELLs are serviced 378 minutes per week and "advanced" ELLs are serviced 180 minutes per week. The aforementioned instructional times are the New York State-mandated ESL/ELA allotted instructional times based on student proficiency levels. The sixth and seventh grade classes are self -- contained and travel together as a group for most of the day. students are grouped heterogenously.

In order to increase the number of students that are "proficient" in all four modalities, instructional strategies and methodologies will focus more on reading and writing. Teachers will continue to use Balanced Literacy practices, including the workshop model, to provide students with authentic opportunities to read and write in the ESL classroom. Teachers engage students with read-alouds, shared reading and guided reading. ELLs are given the opportunity to engage in independent reading regularly. Teachers engage students in

modeled/shared writing where the teacher thinks aloud about the writing process, focuses on specific skills, models rereading and revising, and creates rubrics with the students. Students also examine writing samples, including their own, to determine the rubric score on the created rubric. Students are interactive in the writing process as the teacher creates “doable” writing experiences for students. During

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

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

reading materials to spark the writing process. Writing is based on reading materials; for example many collaborative lessons focus on

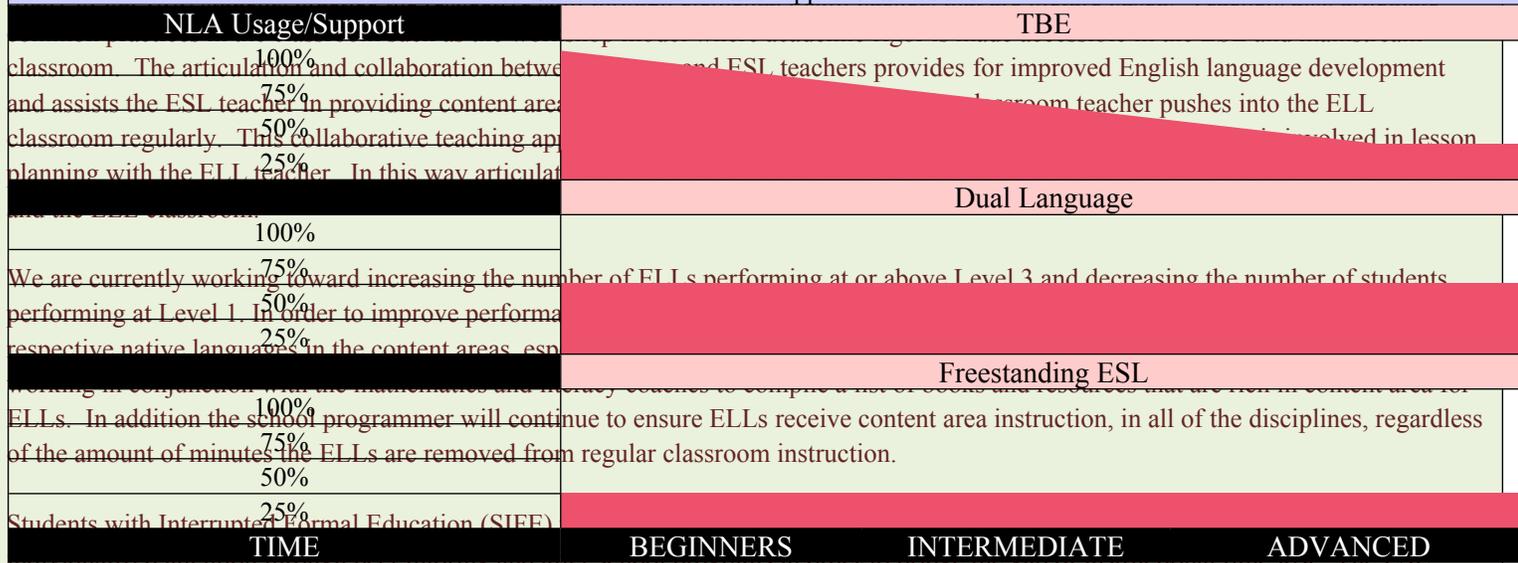
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Our Assistant Principal facilitates articulation between the ESL teacher and the sixth, seventh and eighth grade literacy teachers regularly.

Native Language Arts and Native Language Support

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



individualized attention through peer tutoring and after school programs in order to bridge the gap of instructional time loss. The ESL classes conducted after school meet two times per week. The sessions last approximately two hours and students are instructed in small homogeneous settings. The three classes consist of beginning, intermediate and advanced ELL learners. These after-school sessions focus on language skills, reading and writing skills and mathematics.

Another group of ELLs that require special attention are Long Term ELL students. Students that come to our school from other New York City Public schools, received ELL services at an elementary level, and are still in need of services are deemed as Long Term ELL students. We first determine if the student’s difficulty is language based or if the problem stems from a learning disability. Our Pupil Personnel Team (PPS) discusses the specifics of the student and through a consensus, the student is referred to our School Assessment Team (SAT) for evaluation. If the SAT determines that the problem is language based and deems the student to have special needs an IEP is created for the student and “monolingual” for the student is noted. The student will then receive additional support services. If the SAT determines that the problem is language based we will offer the student additional ESL services, such as peer tutoring with an “advanced” level ELL student and after school ESL classes.

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?

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)?

We are currently working toward increasing the number of ELLs performing at or above Level 3 and decreasing the number of students performing at Level 1. In order to improve performance in the content areas we will increase the number of students taking exams in their respective native languages in the content areas, especially those students scoring at Level II. The ESL teachers and ELL liaison are working in conjunction with the mathematics and literacy coaches to compile a list of books and resources that are rich in content area for ELLs. In addition the school programmer will continue to ensure ELLs receive content area instruction, in all of the disciplines, regardless of the amount of minutes the ELLs are removed from regular classroom instruction.

Students who reach proficiency will be left in a mainstream classroom (where possible) that is comprised of mostly "advanced" level ELL students. The "proficient" student will no longer receive the "pull-out" services of a reduced register class, but will still benefit from the shared ESL methodologies utilized by the classroom (literacy) teacher. The proficient student will now spend additional periods in the mainstream classroom thus allowing the student more instructional time in the various content areas. The proficient student will be immersed in the components of Balanced Literacy. Students will partake in read-alouds, guided reading and independent reading. Students will engage in the writing process and all of its components as well. Proficient students will use the workshop model to conduct investigations in science, mathematics, social students and other content areas offered to the mainstream classroom. Students who reach proficiency, will also be offered supplemental services such as our after school program and peer tutoring

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.

Intensive professional development has been provided for all teachers who service ELL students. Both the classroom teacher and pull-out ESL teacher have received training in Balanced Literacy, best ESL strategies, and incorporating these practices and strategies into the ESL and mainstream classrooms. Teachers have been instructed on how to incorporate ELA standards into ESL lesson planning and the ESL curriculum. ESL teachers have been trained in Balanced Literacy and all teachers have been trained on the structure of the reading and writing workshop using a workshop approach to classroom teaching of reading and writing. Teachers have been shown how mini-lessons are created out of student work and how these mini-lessons should be utilized in the workshop model classroom. The components of the ELL classroom have been a focus of the professional development conducted in order to ensure that classrooms are print-rich environments for all ELL students. A primary goal of the professional development among ESL teachers has been the implementation of Bloom's Taxonomy in the ESL classroom. Teachers have been provided with the tools needed to engage in scaffolding, to elicit critical thinking skills amongst the students, and to provide students with numerous opportunities to engage in academic rigor and accountable talk.

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?

Our parent coordinator works in conjunction with the ESL Coordinator and the ESL teachers to assist in acclimating Newcomers and our-reach to the parents of our ELLs. All of the parents of newly registered ELL students are provided with a parent orientation for ELL students and are shown the DVD and introduced to the three different programs that the Department of Education offers its ELL population. Parents are provided with the appropriate parent selection / survey forms and entitlement letters. When needed, translators are made available for workshops and parent conferences. The Newcomer is placed in a mainstream classroom comprised mostly of ELL students at his or her level based on his or her LAB-R score. When possible the teacher pairs the student with a student native to his or her native language. The student is also offered the same services offered to SIFE students, especially if the Newcomer registers in the midst of the school year.

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)							2	4	2					8
Intermediate(I)							10	8	14					32
Advanced (A)							8	15	9					32
Total	0	0	0	0	0	0	20	27	25	0	0	0	0	72

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0						2	2	0				
	I							4	2	1				
	A							11	7	7				

	P							21	13	30				
READING/ WRITING	B							4	3	1				
	I							9	6	15				
	A							13	14	10				
	P							12	8	5				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	9	0	0	18
7	11	7	0	0	18
8	13	8	1	0	22
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		10		7		0		20
7	4		14		8		1		27
8	5		14		1		0		20
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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

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

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

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

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

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

Our school currently uses Scantron, Acuity and individual reading assessments to assess the early literacy skills of our Ells. These assessments have identified a need to implement reading strategies that build upon phonemic awareness, encoding and decoding skills.

Examination of the data reveals that across the grades, the number of students achieving “proficiency” in the “Reading and Writing” modalities is significantly lower than the number of students achieving “proficiency” in the “Listening and Speaking” modalities. Closer inspection of the four modalities reveals the “Writing” modality has the fewest number of “advanced” and “proficient” ELLs.

Indicators of progress for our programs for our ELLs are closely monitored through focus walks, analysis of student work during planning periods and Inquiry Team meetings and feedback from teachers, parents and students.

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

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 303 Herbert S. Eisenberg					
District:	21	DBN:	21K303	School		332100010303

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.5	93.6	93.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	262	222	227				
Grade 7	256	251	235				
Grade 8	225	266	258				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	5	7	7				
Total	748	746	727				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.7	94.7	93.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	64.1	79.4	79.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	2	15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	22	35	16

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	30	47	56	Principal Suspensions	6	5	9
# in Collaborative Team Teaching (CTT) Classes	4	11	16	Superintendent Suspensions	10	12	7
Number all others	35	48	53				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	58	54	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	12	9
# receiving ESL services only	71	85	TBD				
# ELLs with IEPs	10	27	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	4	8

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
	3	3	13	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	89.7	88.9	88.7
				% more than 5 years teaching anywhere	58.6	72.2	77.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	76.0	83.0
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	92.1	99.1	97.6
Black or African American	16.6	16.5	15.0				
Hispanic or Latino	25.5	28.2	32.0				
Asian or Native Hawaiian/Other Pacific	17.9	20.5	19.1				
White	40.0	34.7	33.7				
Male	46.5	48.1	47.2				
Female	53.5	51.9	52.8				

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	55.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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