



**NYC iSCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: NYC iSCHOOL 02M376**  
**ADDRESS: 131 AVENUE OF THE AMERICAS, NY 10013**  
**TELEPHONE: 917.237.7300**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** M376      **SCHOOL NAME:** NYC iSchool

**SCHOOL ADDRESS:** 131 Avenue of the Americas, NY, NY 10013

**SCHOOL TELEPHONE:** 917.237.7300      **FAX:** 212.219.0743

**SCHOOL CONTACT PERSON:** Alisa Berger      **EMAIL ADDRESS:** abberger@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sara Jasnow

**PRINCIPAL:** Alisa Berger

**UFT CHAPTER LEADER:** Curtis Borg

**PARENTS' ASSOCIATION PRESIDENT:** Don Holley

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Sharon Rodriguez

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 02      **CHILDREN FIRST NETWORK (CFN):** 8

**NETWORK LEADER:** Nancy Scala

**SUPERINTENDENT:** Elaine Gorman

## 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
Alisa Berger	*Principal or Designee	
Curtis Borg	*UFT Chapter Chairperson or Designee	
Don Holley	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Sharon Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kathryn Moore	11 <sup>th</sup> Grade Parent Rep	
Diane Thomas	10 <sup>th</sup> Grade Parent Rep	
Claudia Raiken	9 <sup>th</sup> Grade Parent Rep	
Alberto Vargas	10 <sup>th</sup> Grade Student Rep	
Malin Mendez	9 <sup>th</sup> Grade Student Rep	
Francesca Fay	Teacher Rep	

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

\* 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.

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### **The iSchool Vision**

NYC iSchool is dedicated to equipping students with the skills necessary for success and leadership in the 21<sup>st</sup> century. The iSchool program is designed to offer students opportunities to engage in meaningful work that has relevance to them and the world, choice and responsibility in determining their high school experience, and unique structures to support their development as students and individuals. NYC iSchool uses innovative technology to offer students an individualized, developmentally sensitive high school experience that prepares them for college and beyond.

### **Instruction at iSchool**

NYC iSchool implements an instructional model that includes the following:

Challenge-based Learning Modules - Modules are designed to develop students' understanding of big ideas and broad concepts – the kind of things we hope they will remember 20 years from now. Modules are developed with real work and real world problems in mind; whenever possible, this work actually derives from the needs of real clients. Solving this problem, or completing this job, then becomes the driving force and curriculum of the module. Each day in class, students then work towards completion of the job. Both the content and skills they learn each day contribute to their understanding of the task or problem and enable them to complete it. Using this model, students have the opportunity to do real work for an audience outside the school, that will make a difference to an organization or community, and that teaches them important skills and understandings in a more meaningful way.

Online Coursework - Online coursework is used at iSchool for several important reasons: Learning online is – and will continue to be – a reality for the world in which our students are growing up. Learning to make sense of online texts and resources is a critical skill for our students' academic success as well as their ability to be literate citizens of the 21<sup>st</sup> century workplace and global community. Online learning enables students to progress through coursework at their own pace, to take courses when they are ready, and to more easily and readily have their learning presented in ways suited to their style and needs, through the use of audio and visual features. Finally, online courses broaden the curricular options available for our students.

Core Experiences - Students experience a more traditional high school curriculum through Core Experiences, courses designed to meet graduation requirements and to prepare students for their future academic careers. Science laboratory experiences, foreign language instruction, and literature seminars are some examples Core Experiences. While the content of Core Experience curricula can be more traditional, iSchool emphasizes a workshop model for daily classroom instruction.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		NYC iSchool							
<b>District:</b>		2	<b>DBN:</b>		02M376	<b>School BEDS Code:</b>		310200011376	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		
	K		4		8		12		
	1		5		9	√	Ungraded		
	2		6		10	√			
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<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				95.7	TBD
Kindergarten			0	0					
Grade 1			0	0					
Grade 2			0	0					
Grade 3			0	0				98.0	TBD
Grade 4			0	0					
Grade 5			0	0					
Grade 6			0	0					
Grade 7			0	0				60.0	50.0
Grade 8			0	0					
Grade 9			100	103					
Grade 10			0	97					
Grade 11			0	0				4	TBD
Grade 12			0	0					
Ungraded			0	0					
Total			100	200				0	0
<b>Student Stability - % of Enrollment :</b>					<b>Poverty Rate - % of Enrollment :</b>				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<b>Students in Temporary Housing - Total Number :</b>					<b>Recent Immigrants - Total Number :</b>				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
			4	TBD				0	0
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of 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			0	0	Principal Suspensions			0	TBD
# in Collaborative Team Teaching (CTT) Classes			0	3	Superintendent Suspensions			0	TBD
Number all others			1	6					
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants					Early College HS Program Participants			0	0
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes			0	0	Number of Teachers			6	TBD
# in Dual Lang. Programs			0	0					
# receiving ESL services only			1	0					

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs		0	0	Number of Administrators and Other Professionals		3	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	TBD	% fully licensed & permanently assigned to this school		100.0	TBD
				% more than 2 years teaching in this school		0.0	TBD
				% more than 5 years teaching anywhere		83.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)		100.0	TBD
American Indian or Alaska Native		0.0	0.0			95.2	TBD
Black or African American		28.0	22.5				
Hispanic or Latino		40.0	39.5				
Asian or Native Hawaiian/Other Pacific Isl.		10.0	10.0				
White		21.0	24.0				
<b>Male</b>		41.0	42.5				
<b>Female</b>		59.0	57.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>Individual Subject/Area AYP Outcomes:</b>										
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>						
ELA:				ELA:						
Math:				Math:						
Science:				Graduation Rate:						
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>										
				<b>Elementary/Middle Level</b>		<b>Secondary Level</b>				
				ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>Student Groups</b>										
<b>All Students</b>							-	-		
<b>Ethnicity</b>										
American Indian or Alaska Native							-	-		
Black or African American							-	-		
Hispanic or Latino							-	-		
Asian or Native Hawaiian/Other Pacific Islander							-	-		
White							-	-		
Multiracial							-	-		
Students with Disabilities							-	-		
Limited English Proficient							-	-		
Economically Disadvantaged							-	-		
<b>Student groups making AYP in each subject</b>							0	0		
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>										
<b>Progress Report Results – 2008-09</b>					<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>		NR			<b>Overall Evaluation:</b>		NR			
<b>Overall Score:</b>		NR			<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>					Quality Statement 1: Gather Data					
School Environment:		NR			Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:		NR			Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise					
Student Progress:		NR								
<i>(Comprises 60% of the Overall Score)</i>										
Additional Credit:		0								
<b>KEY: AYP STATUS</b>					<b>KEY: QUALITY REVIEW SCORE</b>					
√ = Made AYP					Δ = Underdeveloped					
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target					▶ = Underdeveloped with Proficient Features					
X = Did Not Make AYP					√ = Proficient					
– = Insufficient Number of Students to Determine AYP Status					W = Well Developed					
<b>KEY: PROGRESS REPORT DATA</b>					◇ = Outstanding					
NR = Data Not Reported					NR = No Review Required					
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.										
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.										
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>										

## 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 school's 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?
- 

Percentage Earning 10+ Credits in First Year	97.5%
Percentage Earning 10+ Credits in Second Year	91.6%
Lowest Third School, Percentage Earning 10+ Credits in First Year	100.0%
Lowest Third School, Percentage Earning 10+ Credits in Second Year	86.7%
Average Completion Rate for Remaining Regents	76.2%
Weighted Regents Pass Rate, English	109.4%
Weighted Regents Pass Rate, Math	151.2%
Weighted Regents Pass Rate, Science	112.5%
Weighted Regents Pass Rate, US History	109.0%
Weighted Regents Pass Rate, Global History	140.0%

Our greatest accomplishment this year was having 44% of our current 11<sup>th</sup> graders complete all of their Regents Exam requirements by the end of 10<sup>th</sup> grade.

The continuous improvement of the school is aided by our continuous effort to increase the type of students we serve and to provide each of them the individualized instructional experience they need to succeed.

## 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.

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1. 50% of 10th graders will complete all Regents requirements for graduation
2. 10 9th graders will participate in phase 1 of school-wide individualization plan
3. at least 10 students successfully participate in AP courses through distance learning

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>50% of 10th graders will complete all Regents requirements for graduation</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Develop and Implement “How To” Online learning course</li> <li>• Instruction will be individualized to focus on gaps in student learning to allow for acceleration</li> <li>• Online courses will be used to deliver the individualized instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will have time in their schedule to intervene with students taking online classes</li> <li>• 11<sup>th</sup> graders will work as Teaching Assistants in the online classes</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 25% of all students will take January Regents for each Regent being prepped</li> <li>• 80% of 9<sup>th</sup> graders will complete 2 Regents Exams</li> <li>• 50% of 9<sup>th</sup> graders will complete 3 Regents Exams</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>10 9th graders will participate in phase 1 of school-wide individualization plan</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• An Individualization czar will be hired to focus on the first phase of this effort.</li> <li>• It will be clearly determined what kids already know and what they need to know to progress in HS.</li> <li>• Instruction will be targeted directly at the gaps in their learning.</li> <li>• We will consider exactly how much time students need to spend on each learning objective and all sufficient time for students to spend on each area.</li> <li>• Grouping will be defined (from individual to whole class) based on the need of the student as it relates to each specific learning objective.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Hiring of Individualization Czar</li> <li>• PD time spent on individualized data gathering and analysis and implementation strategies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Demonstrated mastery of targeted learning objectives</li> <li>• Credit completion</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 10 students will successfully participate in AP courses through distance learning</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Partner with East Bronx Academy to provide teachers for both AP US and AP Language and Composition</li> <li>• Use APEX as an online platform to all for virtual instructional platform</li> <li>• Use skype to allow students and teacher to communicate directly</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Students should show acceptable progress grades towards earning the course credit that will allow for successful achievement on the exam.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA: Office Hours, Small Group Support</b>	<ul style="list-style-type: none"> <li>• Small group writing instruction after school</li> <li>• One-to-one writing tutoring after school</li> <li>• Small group extra support class during the school day</li> </ul>
<b>Mathematics: tutoring, Aleks, Office Hours</b>	<ul style="list-style-type: none"> <li>• Tutoring with Math Coach or college tutor</li> <li>• Additional class time</li> <li>• Individual online course</li> </ul>
<b>Science: Online instruction, Office hours,</b>	<ul style="list-style-type: none"> <li>• Individualized online course</li> <li>• Small group instruction after and before school</li> </ul>
<b>Social Studies: Online instruction, Office hours,</b>	<ul style="list-style-type: none"> <li>• Individualized online course</li> <li>• Small group instruction after and before school</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Individual and group counseling during the school day</li> <li>• Coordinate external counseling services as needed</li> <li>• Individual student contracts</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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**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)** 9-11      **Number of Students to be Served:** 0 LEP 0 Non-LEP

**Number of Teachers** 0      **Other Staff (Specify)** \_\_\_\_\_

**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.

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**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.

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**Section III. Title III Budget**

School: 02M376 BEDS Code: 310200011376

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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

Within the first week of school in September, parents complete a school created survey. In addition to the school's survey, parents of students new to the NYC Department of Education are asked to complete the Home Language Identification Survey. The results of both surveys are entered into ATS and the hard copies are maintained in the main office. These surveys are also completed by parents as new students enroll throughout the school year.

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

The majority of our parents are comfortable with school communication in English. We have fewer than 5 parents who requested Spanish translation. This information is shared/updated with staff via bi-weekly faculty meetings.

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

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

Written translation services (Spanish, Chinese, French) are provided in-house. If a parent required translation in another language, the translation unit would be contacted.

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

Oral interpretation services (Spanish, Chinese, French) are provided in house to meet the needs of families.

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>.

We post signs making parents aware of translation services. We meet individually with each parent and make sure the appropriate translator is available. At these meetings, we also explain the parents rights in terms of translation services and make sure they know what is available to them at the school.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	75000	84000	164000
2. Enter the anticipated 1% set-aside for Parent Involvement:	750	840	1590
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3750	*	
4. Enter the anticipated 10% set-aside for Professional Development:	7500	*	

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 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **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.

In analyzing our student academic achievement data, we realized that we are very successful in moving students forward in terms of credit accumulation and Regents Exam pass rates. We also determined that students who come in with a very poor background in Science, which is determined by scoring below a 25 on a diagnostic exam taken at the beginning of the school year, need to have a class that is aligned to standards, but comes before our online class.

We have a similar group who needs more time in Algebra to not only pass the Integrated Algebra RE, but to have the Algebra skill necessary to do well on the PSATs/SATs.

We have limited data on the ELA Regents, but so far we have a 100% pass rate and an 82% mastery rate.

2. Schoolwide reform strategies that:

**TEMPLATE - MAY 2010**

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

We are continuing to work on a schedule that allows each student to have the flexibility to spend time where s/he needs to. This will allow students to increase the amount of time spent on subjects of interest and need.

Provide access to Modules which broaden and deepen student's thinking about the real-world: Every nine-weeks, students select a challenge-based interdisciplinary Modules in which to participate. Modules are designed to give students the opportunity to think about big ideas and develop skills while doing real work for companies and organizations. So far, through these Modules, our students have conducted research on teen perspectives on September 11<sup>th</sup> for the National September 11<sup>th</sup> Memorial and Museum; they have built digital activism campaigns about the crisis in Zimbabwe; and they developed thematic walking tour podcasts for teens visiting New York City. We have been amazed at what our students are capable of when provided with opportunities to make real contributions to their communities.

iSchool's model for challenge-based learning has been inspired and informed by the following, well-regarded sources:

Heidi Hayes-Jacobs

Understanding By Design, Grant Wiggins

Expeditionary Learning Outward Bound model (including Ron Berger and Meg Campbell)

Apple's challenge-based learning initiative

We will continue to pursue online classes that allow for an individualized, self-paced instructional program:

1. Learning online is – and will continue to be – a reality for the world in which our students are growing up. Our students will be required to learn online during their college and graduate school experiences, as well as throughout their careers. If we are to prepare them to be successful in their future endeavors, we must prepare them to be successful online learners.

2. Learning to make sense of online texts and resources is a critical skill for our students' academic success as well as their ability to be literate citizens of the 21<sup>st</sup> century workplace and global community. Reading and analyzing online material requires development of the same skills that will their success with more traditional paper-and-pencil academic tasks and standardized tests.
3. Online learning supports one important tenet of iSchool's mission: to individualize our students' high school experiences. Online learning enables students to progress through coursework at their own pace, to take courses when they are ready, and to more easily and readily have their learning presented in ways suited to their style and needs, through the use of audio and visual features.
4. Finally, online courses broaden the curricular options available for our students. As a small school, we are limited both in funds and personnel. By offering our students the opportunity to take coursework online, we can offer AP and college level courses in any area to our students. This means that our students can pursue in greater depths those subjects of interest to them. It also means that our students will enter college ahead in credits and graduation requirements, increasing the likelihood that they will be successful in and complete college in four years.

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

### ***Explanation/Background:***

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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**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.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			75993	X	24-25
Title I, Part A (ARRA)	Federal	X			84066	X	24-25
Title II, Part A	Federal				0		
Title III, Part A	Federal				0		
Title IV	Federal				0		
IDEA	Federal	X			488	X	24-25
Tax Levy	Local	X			1,938,854.00	X	24-25

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

Students will regularly with the guidance counselor for services and will be referred to outside support services if deemed necessary. The guidance counselor works collaboratively with the students' advisors and the administration to ensure that students in temporary housing:

- have adequate materials for school,
- a place to complete homework and other assignments
- remain academically successful.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	NYC iSchool					
<b>District:</b>	2	<b>DBN:</b>	02M376	<b>School</b>		310200011376

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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			95.7	94.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			98.0	96.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			50.0	44.7
Grade 8	0	0	0				
Grade 9	100	103	112				
Grade 10	0	97	105				
Grade 11	0	0	101			4	5
Grade 12	0	0	0				
Ungraded	0	0	0				
<b>Total</b>	<b>100</b>	<b>200</b>	<b>318</b>			<b>0</b>	<b>0</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	0	0	0	Principal Suspensions		0	0
# in Collaborative Team Teaching (CTT) Classes	0	3	17	Superintendent Suspensions		0	0
Number all others	1	6	14				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0
# receiving ESL services only	1	0	TBD				
# ELLs with IEPs	0	0	TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers		6	11
Number of Administrators and Other Professionals		3	3
Number of Educational Paraprofessionals		0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	2	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		83.3	36.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		100.0	90.9
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers		95.2	78.8
Black or African American	28.0	22.5	20.4				
Hispanic or Latino	40.0	39.5	44.7				
Asian or Native Hawaiian/Other Pacific	10.0	10.0	11.6				
White	21.0	24.0	23.0				
<b>Male</b>	41.0	42.5	47.5				
<b>Female</b>	59.0	57.5	52.5				

#### 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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### 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:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	
Math:		Math:	
Science:		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**	
<b>All Students</b>				-	-		
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				-	-	
<b>Student groups making</b>				<b>0</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## NYCiSchool - School Parent Involvement Policy (SPIP)

The NYC iSchool has a very active parent body. The Parent Teacher Executive Board, the General PTA Meeting and the School Leadership Team all meet on a monthly basis. In collaboration with the administrators and teachers, the PTA helps identify the needs of the school and ways to address these needs. Parents are included in the development of school-level parent involvement activities through these venues. Outreach to parents of students receiving targeted assistance services will be conducted regularly by Guidance Staff, administrators and teachers and through mailings to homes.

Parental Involvement is vital to the iSchool mission. We have created several systems to ensure parental involvement with each student's education. In the middle of every quarter, each student's parents receive phone calls from advisors to inform them about both their student's progress and school activities and events like upcoming PTA meetings, parent Drop-In nights and school trips. At the end of each quarter, parents are expected to participate in a Student-Lead Conference in which each student discusses his/her progress with their parent and advisor. In addition, Drop-In nights where parents can come in and speak with any teachers are also scheduled each quarter. Beyond these direct contacts with families we are expanding the capabilities of our web portal to allow parents track their student's attendance and general academic progress. The portal will also serve as a venue to keep parents informed about upcoming events and important dates. Parents also attend PTA meetings and have regular access to the school's principals by phone or email. All significant information is sent to student homes as well and these mailings are translated into Spanish and Mandarin.

Parents will be involved in a timely and ongoing manner in the planning, implementation, evaluation, and continuous improvement of school-level programs funded through Title I through the mid-quarter phone conferences, Student Lead Conferences at the end of each quarter. Multiple efforts are made to reach each parent by phone and Student-Lead Conferences are flexibly scheduled in the early morning, midday or early evening to suit parent schedules. Accommodations are made to accommodate student or parent disabilities and translation services are provided if needed. Through PTA and Parent representatives on the SLT, parents will have opportunities to raise concerns about programs. School-level data on the efficacy of Targeted Assistance will be discussed in SLT meetings and used to inform future planning.

We expect parents to share responsibility for high student performance through their active participation in Student Lead Conferences and in their keeping abreast of their student's progress through the school portal mentioned above and through contact with student advisors. Our advisory system supports parental involvement by creating a strong relationship between one member of the school staff and each student's family. Regular and ongoing professional development is conducted to support quality school-parent contact and a moodle site specifically for advisors is maintained by the school's principals and guidance staff to provide resources and rapid assistance when advisors need it.

To further ensure that all parents of participating students are informed about our Title I program and the types of services it provides, their rights to be involved in the program and our interest in their suggestions for school-level opportunities for parental involvement, the school holds a "Back-To-School" Night each September which informs parents about all facets of their student's academic program. In addition, the school sends out a letter once a year to parents of students entitled to Title I services that outlines the services provided to their students and includes all

contact information for the designated school contact person so that parents can send written concerns. The designated contact person will respond to parents within one week of receiving their letters, calls or emails. All mailings and personal contacts emphasize that all eligible students may participate fully in Title I programs.

**2. School Parent Involvement Policy (SPIP)** - a written document developed jointly with and agreed upon by the parents of children participating in the Title I Program and the Principal or his/her designee. The policy must be included as an appendix to each school's Comprehensive Educational Plan and distributed to parents of all children participating in the Title I Program. The principal or his/her designee shall be required to maintain documentation on file to indicate that Title I parents were actively involved in the development of the policy and/or the review/revision of an existing policy. The policy should be updated periodically, outlining:

- how parents and schools will share responsibility for high student performance;
- capacity-building activities for parents and school staff that support strong parental involvement;
- when an annual meeting will be convened for parents of participating children in Targeted Assistance Schools to (a) provide information about the school's Title I Program and the types of services provided; (b) inform parents of their right to be involved in the program; and (c) offer suggestions for specific school-level opportunities for parent involvement;
- a flexible schedule of regular meetings with parents—before, during, and after the school day—so that parents may network with other parents, make suggestions, and provide input into decisions relating to the education of their children;
- a process for responding to written parent concerns regarding Title I funds, including the identification of a designated school contact person;
- how parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their children's individual student assessment results and proficiency levels and an explanation of these results and levels, promotion policy, after school and summer programs and SES;
- how the school will increase the accessibility for participation of parents with disabilities, and how communication with non-English speaking/limited English proficient parents will be provided in parents' native language to the extent practicable, e.g., notifications, translations during meetings, etc.; and
- how the school will involve parents in an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school, including identifying barriers to greater participation by parents 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.

**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 <b>1</b>	District <b>02</b>	School Number <b>376</b>	School Name <b>NYC iSchool</b>
Principal <b>Alisa Berger &amp; Mary Moss</b>		Assistant Principal <b>Jesse Spevack, Hope RigbyWills</b>	
Coach		Coach	
Teacher/Subject Area		Guidance Counselor <b>Michelle Leimsider</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader <b>Nancy Scala</b>		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	<b>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>318</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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## Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here

- 1.) As soon as a student newly enrolled in the NYCDOE attends the NYC iSchool, Hope Rigby-Wills, a certified special education teacher and assistant principal, asks the parent/guardian to complete the Home Language Identification Survey (HLIS). Once the HLIS is complete, an informal interview is conducted with the student as necessary. If the parent/guardian completing the HLIS and the informal interview indicate that the home language is something other than English, the LAB-R is administered by Hope Rigby-Wills – within 10 days of enrollment. If the student’s score results in eligibility for ELL services, then the parent/guardian is invited in for the ELL programs and services orientation. Students previously identified as ELLs enrolling at the iSchool will take the NYSESLAT to ascertain whether continued services are necessary. The NYSESLAT is administered according to the manual. Steps are taken to ensure that the exams are administered within the designated timeframe and kept in a secure location according to the NYS guidelines.
- 2.) In order to help parents/guardians understand the ELL program choices, the NYC iSchool invites parents of eligible students to an orientation where they view a video describing the three options and receive a brochure in their preferred language. Translated materials are provided to parents/guardians as needed. The iSchool has staff members fluent in Spanish, French, and Mandarin and the Translation Services Unit is utilized if a parent/guardian who does not speak a high incidence language needs assistance. Orientation meetings take place throughout the year as necessary and parents/guardians are invited within 10 days of student enrollment. After the parents/guardians attend the orientation meeting, they are asked to complete the Program Selection Form prior to leaving and without influence by the iSchool staff or knowledge about what services/programs are available at the school.
- 3.) The iSchool notifies parents/guardians of ELL service entitlement after administering the LAB-R via both a phone call and the entitlement letter in the parent’s/guardian’s preferred language. The iSchool asks that parents complete and submit the Program Selection Form prior to leaving the orientation session. In the fall, parents/guardians of students who did not score at the proficient level on the NYSESLAT are sent continued entitlement letters.
- 4.) If a student is identified as an ELL, a program of service delivery is developed to ensure the student receives the mandated number of units of ESL as required under CR Part 154. The criteria used to determine the mandate is the proficiency level as per the LAB-R results. These services would be delivered through a Free Standing ESL program, if this is the program selected by the parent. A placement letter is sent home. If a parent chooses a Transitional Bilingual or Dual Language program, they are assisted in the process of submitting a request to transfer to the Office of Enrollment.
- 5.) The iSchool is a new school – started in the 2008-2009 school year. Since that time, there have been no students in need of ELL services and therefore no Parent Survey or Program Selection forms to review.
- 6.) Since none of the students at the iSchool are eligible for ELL services, the school currently has no active programs or services. If an eligible student enrolled, the iSchool would work to align its program with the parent’s/guardian’s request.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

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

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

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

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										0
Dual Language										0
ESL										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_ Asian: \_\_\_\_\_ Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: \_\_\_\_\_

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

## 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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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.

Paste response to questions 1-4 here

#### A. Programming and Scheduling Information

- 1.) Given that there are no ELLs enrolled at the iSchool and no program or service has been established, there is not organizational or program model available. In the event that an ELL was enrolled, the student would receive the mandated hours based on his or her proficiency level though a free-standing, pull-out model.
- 2.) The iSchool does not have any ELL students and so the staff is currently not organized to provide the mandated number of minutes for eligible students.
- 3.) The iSchool does not have an ELL program at this time.
- 4.) Differentiating for ELL subgroups:
  - a. SIFE

If a student identified as SIFE enrolled, the iSchool would create instructional plans and provide services as per the student's level (beginner, intermediate, or advanced) and gaps in learning. The iSchool would work collaboratively with Chelsea High School, a school with which the building is shared, to ensure that these services were provided by a highly qualified teacher of ELLs. Students identified as SIFE would be invited to participate in the afterschool tutoring available to all students.

b. Newcomers

The iSchool would provide these students with the mandated minutes of service per week as per the students' levels. The iSchool would work collaboratively with Chelsea High School to ensure that these services were provided by a highly qualified teacher of ELLs. Students with zero to three years of service, or newcomers, would be invited to participate in the afterschool tutoring available to all students.

c. ELLs receiving 4-6 years of service

Students would be provided with the mandated number of minutes per week of services as dictated by their current level (B, I, A). The iSchool would work collaboratively with Chelsea High School to ensure that these services were provided by a highly qualified teacher of ELLs. These students would also be invited to participate in the afterschool tutoring available to all students.

d. Long-term ELLs

In addition to providing the mandated minutes per week these students are eligible for, the iSchool would also employ other interventions and small group instruction. The iSchool would work collaboratively with Chelsea High School to ensure that these services were provided by a highly qualified teacher of ELLs.

e. ELLs identified as having special needs

The iSchool would provide ELLs with IEPs supports and services as mandated on the IEP. For students mandated for bilingual services, the iSchool would request an alternate placement paraprofessional who can support the student in his/her native language.

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

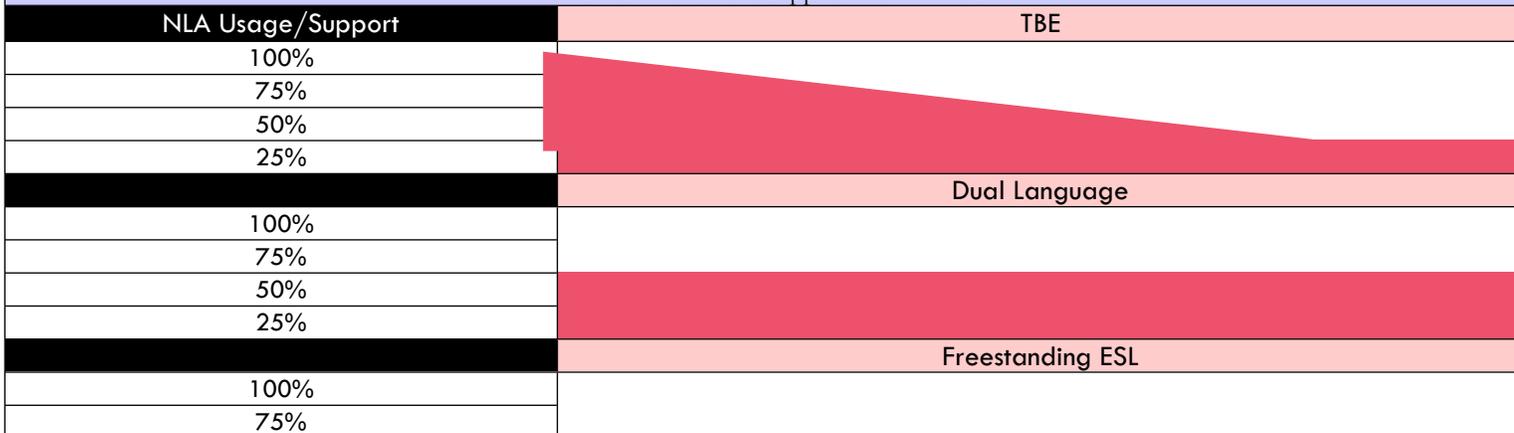
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Arts and Native Language Support**

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



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

**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

**B. Programming and Scheduling Information – Continued**

- 5.) Students at the iSchool are assessed on a quarterly basis and supports and interventions are provided based on the results of the diagnostic assessments. All students in the school have the opportunity to attend after school tutoring sessions with their teachers, Monday through Thursday. The NYC iSchool currently has no ELLs and therefore no interventions targeted to the ELL population.
- 6.) The NYC iSchool has five students who tested at the proficiency level on the NYSESLAT in 2009. These students are afforded testing accommodations and have access to the after school assistance as well.
- 7.) There are no new programs or services being considered at this time.
- 8.) There are no programs or services being discontinued at this time.
- 9.) At the iSchool, ELLs would be offered the opportunity to participate in all school activities including athletics, art, student government, etc... The NYC iSchool does not have a Title III program and does not receive Title III funding at this time.
- 10.) Even though the NYC iSchool currently has no ELLs enrolled, the school has supports such as Rosetta Stone, library books on various reading levels, and dictionaries available.
- 11.) Currently, there are no students in need of Native Language supports, but the iSchool has a full time Spanish teacher as well as a French teacher and Mandarin tutor available for students.
- 12.) The supports and services provided at the iSchool do correspond to the students' ages and grades.
- 13.) All new and returning students participate in an orientation during the first week of school. The purpose is to help all students, including ELLs, acclimate to the school and begin developing relationships with classmates and teachers.
- 14.) The iSchool provides language instruction using Rosetta Stone software. Students may select from 54 languages and also have the option

of taking either advanced Spanish or French with an instructor.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

- 1.) As NYC iSchool does not currently have any ELLs, our professional development plan is not targeted towards teachers of ELLs. If an ELL enrolls, we will reach out to our CFN ESL Instructional Specialist to provide professional development to all of our staff on strategies to assist ELLs in all classes.
- 2.) All new and returning students, including incoming 9th graders, participate in an orientation and advisory program aimed at helping them transition to high school. All ELLs would be afforded the same opportunity and are afforded the same advisory choice process as all other students.
- 3.) All teachers at the iSchool are encouraged to attend ELL workshops hosted by the NYCDOE Office of English Language Learners, BETAC, or the CFN team and facilitated by a qualified and certified ELL teacher.

### 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?

Paste response to questions 1-4 here

- 1.) All parents, including parents of ELLs are invited to join the PTA and School Leadership Team. The iSchool strives to have the diverse student body represented in these parent groups. The iSchool has staff members fluent in Spanish, French, and Mandarin and the Translation Services Unit is utilized if a parent/guardian who does not speak a high incidence language needs assistance.
- 2.) The iSchool works with both Wingspan Arts and The Door to provide services to students and families. Since the iSchool currently does not have ELLs, we do not have any workshops or services targeting parents of ELLs.
- 3.) The needs of all parents, including those of ELLs, are evaluated using surveys, questionnaires, and informal conversations. The principal of the iSchool attends PTA meetings and also obtains information through parents on the School Leadership Team.
- 4.) The parental activities at the iSchool are developed based on the results of the surveys, questionnaires and informal conversations and they are organized and driven by the parents.

## 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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam			
Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language
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**

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

Paste response to questions 1-6 here

- The iSchool would use the Qualitative Reading Inventory and the Brigance Diagnostic Comprehensive Inventory of Basic Skills to assess the literacy skills of ELLs. These tools provide information about
  - knowledge of letters/sound correspondence

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

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