



**I.S. 007 ELIAS BERNSTEIN**

**2010-11**

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

**SCHOOL: I.S. 007 ELIAS BERNSTEIN**  
**ADDRESS: 1270 HUGUENOT AVENUE**  
**TELEPHONE: 718-356-2314**  
**FAX: 718-967-0809**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 353100010007      **SCHOOL NAME:** I.S. 007 Elias Bernstein

**SCHOOL ADDRESS:** 1270 HUGUENOT AVENUE, STATEN ISLAND, NY, 10312

**SCHOOL TELEPHONE:** 718-356-2314      **FAX:** 718-967-0809

**SCHOOL CONTACT PERSON:** Dr. Nora De Rosa-Karby      **EMAIL ADDRESS:** Nkarby@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Paula Hayden

**PRINCIPAL:** Dr. Nora De Rosa-Karby

**UFT CHAPTER LEADER:** Jeanne Caccioppoli

**PARENTS' ASSOCIATION PRESIDENT:** Stephanie Johansen

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

**NETWORK LEADER:** GREGORY JAENICKE/Jose V. De La Cruz

**SUPERINTENDENT:** MARGARET SCHULTZ

**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
Dr. Nora De Rosa-Karby	Principal	
Paula Hayden	UFT Member	
Joseph Mennella	Admin/CSA	
Jeanne Caccioppoli	UFT Chapter Leader	
Bart Kronisch	UFT Member	
Stephanie Johansen	PA/PTA President or Designated Co-President	
Deborah Barraco	Parent	
Sherry Ann Cavelli	Parent	
Anne Woodman	Parent	
Diane Aylmer	Parent	

\* 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.

□

Elias Bernstein Intermediate School 7 is committed to uniting staff, parents, and students in cooperative efforts to develop the intellectual, creative, social and physical capabilities of our students in an educational environment that is safe, caring, trusting, challenging and respectful of the rights of others. Interdisciplinary teams of teachers assume responsibility for the academic and social/personal growth of our youngsters. Active learning strategies are utilized in all subject areas including the use of technology as part of the classroom learning environment.

The mission of Elias Bernstein IS 7 is to create a school where students can think, work creatively, develop their talents and fulfill their potential. Our mission is to prepare and motivate all students to be literate individuals and lifelong learners who are prepared to take a responsible role in the community. We are committed to providing effective instruction that challenges and enables students to achieve high standards in a safe, nurturing environment.

The mission of Elias Bernstein IS 7 is to enhance the quality of learning by addressing the needs of all students. The term "all students" includes students in general education, special education, bilingual/ELL classes and those who are immigrant, ELL, high achieving, low performing, or at-risk students. Our Comprehensive Education Plan will promote:

- Standards based instruction driven by both student data and student goals.
- Pacing Calendars which align standards, assessment and instructional practices
- Balanced literacy and Impact math programs with portfolio assessment
- Enriched curriculums that are interdisciplinary and integrated with the arts
- Technology as a tool to support teaching and learning in the classroom
- Academic Intervention and Student Support Services to assist at-risk students
- On-going professional development for administrators and teachers
- Active parental involvement and strong community connections

Language Arts

The focus of our school is to increase student performance by taking the curriculum and translating it into meaningful instruction aligned with Teachers College. Current strategies for improving instruction and student performance in English Language Arts include the implementation of a Balanced Literacy Approach within a Workshop Model classroom. This approach will be continued each school year and will be implemented during a 90-minute literacy block for grades 6-8. Classroom libraries and the assignment of a full-time lead teacher further support student performance. In addition, there is one accelerated grade 8 Language Arts class.

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### Math

Currently all grades are using a 90-minute math block for instruction. The sixth, seventh, and eighth grade students are enrolled in the New York City mandated Impact Math program, which scaffolds math skills, rather than isolating a specific topic during one math block. To increase their math performance, students are encouraged to utilize prior knowledge and current skills. In addition, there is class on the eighth grade that participates in one year of the Math Regents Curriculum. A full time math coach will support the effective implementation of all programs through focused, on-site math staff development.

### Science

The purpose and focus of science education at I.S. 7 is to offer all students different methods to understand, make predictions and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model the scientific method of investigation through a “hands-on” inquiry based approach that incorporates scientific thinking processes for each school year. In accordance with the interdisciplinary approach, students receive writing and reading instruction in the content area. Teachers conduct laboratory experiments daily to prepare students for “the practical,” which is a component of the eighth grade State Science Exam.

### Social Studies

I.S. 7 follows the NYS Core Curriculum for Social Studies. Most of the curriculum is offered through project based learning in which the students investigate both primary and secondary documents to focus their studies in the respective curriculum. The Social Studies department is in the process of developing video libraries, which will include documentaries and movies that will enhance the children’s learning experience. The curriculum naturally lends itself to interdisciplinary teaching. The Social Studies and Language Arts teachers work collaboratively throughout the year on such projects. In the seventh grade, selected students begin a two-year American Regents course. Students, who successfully completed the requirements at the end of the seventh grade, take the American Regents exam at the conclusion of the eighth grade.

### Language other than English /Arts and Technology

Students at I.S. 7 receive Spanish in the seventh and eighth grade. Creative projects and research assignments are given to provide students with a comprehension of the culture, art, music, literature, and language of the country. I.S. 7 offers the Foreign Language Proficiency Exam to those who qualify at the conclusion of the eighth grade. In addition to their regular academic subjects, students are given the opportunity to take a number of artistic or technology classes such as chorus, band, dance, drama, art or lego robotics. Within the past year, the art department has made significant accomplishments in targeting the talents of our students which has expanded the program and infused each talent into the drama production.

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### Physical Education

I.S. 7 has implemented the New York City Fitness Program as mandated by the New York City Department of Education. Highlights of the year include Field Days for each grade, which consist of a culmination of various sports' activities in a socially interactive environment.

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	I.S. 007 Elias Bernstein								
<b>District:</b>	31	<b>DBN #:</b>	31R007	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<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	0		93.4	94	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.4	97.19	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	354	386	382	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	400	370	394		16.8	14.6	24.8		
Grade 8	415	400	380						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	9	TBD		
Grade 12	0	0	0						
Ungraded	23	10	3	<b>Recent Immigrants - Total Number:</b>					
Total	1192	1166	1159	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	2	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	65	46	40	Principal Suspensions	65	92	TBD		
# in Collaborative Team Teaching (CTT) Classes	40	58	59	Superintendent Suspensions	6	15	TBD		
Number all others	67	58	70						
<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		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	6	11	17	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	4	Number of Teachers	72	71	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	28	27	TBD
				Number of Educational Paraprofessionals	13	8	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	1	TBD	% fully licensed & permanently assigned to this school	97.2	94.4	TBD
				% more than 2 years teaching in this school	77.8	85.9	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	72.2	74.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	92	93	TBD
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.4	94.2	TBD
Black or African American	1.3	1.5	1.6				
Hispanic or Latino	6.5	7.2	8.1				
Asian or Native Hawaiian/Other Pacific Isl.	4.9	4.8	4.7				
White	87	86.2	85.3				
Multi-racial							
<b>Male</b>	52	51.5	51.1				
<b>Female</b>	48	48.5	48.9				
<b>2009-10 TITLE I STATUS</b>							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<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>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	78.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Students have performed above the citywide average in grades 6, 7 and 8 in both Math and ELA on the New York State exams. As of June 2010, 65.3% of our students are meeting or exceeding standards in ELA and 81.6% of our students are meeting or exceeding the standards in Math. We have also increased the percentage of students meeting or exceeding the state standards on both the 8<sup>th</sup> grade New York State Social Studies and Science exams. Since June 2006, the percentage of general education students meeting and/or exceeding the state standards on the Social Studies State exam went from 64.7% to 91% and the percentage of all students on the 8<sup>th</sup> grade Science State exam meeting and/or exceeding the standards went from 61 % to 83%. In addition, since 2006 there was an increase in the percentage of special education students meeting and/or exceeding the standards in Social Studies from 20% to 50% in 2010. We also earned extra credit for Special Education students meeting proficiency in Math, as well as extra credit for Special Education students at 75<sup>th</sup> percentile or higher in Math.

According to the New York City Department of Education Progress Report, released in September 2010, our final score was a 56.6, which ranks us in the top 30% of all city schools and gives us a final grade of a "B". In the three subcategories on the progress report: School Environment, Student Performance, and Student Progress, we received a "B" respectively. This demonstrates steady growth in both student performance and student progress.

Again, we were exempt from the New York City Department of Education Quality Review Report, in 2009-2010. The last quality review report was conducted between October 10 and October 12 in 2007, and our school was well developed in the following subcategories: Gathering Data, Planning and Setting Goals, and Aligning Instructional Strategy and Building Capacity to our Goals. In addition, we were identified as a "well developed school" in the overall evaluation piece. Within the report, it was also noted that we made significant progress in addressing the issues from the previous Quality Review Report conducted in 2006-2007.

According to the 2010 New York State Report Card, we continue to be identified as a school, "In Good Standing" as we have met Adequate Yearly Progress on the New York State ELA and Math exam in the Spring of 2010.

At IS 7, our Instructional Team, which consists of administration, teachers, and paraprofessionals of all subject areas, meets on a monthly basis to discuss the curriculum and pacing calendars in each discipline. It is during this time that we collaborate on strategies needed to make changes within our school and help our students meet and exceed the standards in all the major subjects. At the same time, our Inquiry Team which consists of administration and teachers also meet monthly to discuss the trends on standardized tests, interim assessments, as well as teacher generated assessments. We analyze students' scores to identify our target population. In September 2007 we identified a target population of incoming sixth graders. The team designed strategies and AIS services which subsequently resulted in an increase in the percentage of students meeting and/or exceeding the standard in ELA in their three years.

According to the New York City Quality Review in 2007, the administration identified professional development as an area for growth and improvement. On a regular basis, administration conducts instructional walkthroughs. Based on their observations and in collaboration with the instructional team, the cabinet identifies areas in which professional development should be made available to the staff in order to meet school wide academic goals. Since time has always been a constraint for professional development, the staff and administration has passed an SBO to include inquiry teams during the extended day program and reducing the schedule from 4 days per week to three days per week. Also, paraprofessionals will continue to attend numerous professional development sessions during the allotted time for extended day. They have received training in academic areas, which helps them assist and support the classroom teacher. The language arts department has been following the Teachers College curriculum for the past four years. In order to support the teachers for the past two years, we purchased calendar days and an on-site staff developer from Columbia Teachers College. The staff developer provides model lessons, debriefing sessions, and continuous support to follow the curriculum and incorporate the common core standards. In addition, teachers attend professional development workshops at the Teachers College Campus.

Our arts and tech department continues to expand. Students at Bernstein are offered the choice of the following art and technology programs: band, chorus, art, dance, drama, and lego robotics. The curriculum follows the Blueprint for the Arts and meaningful instruction is provided in the respective areas in alignment with the Blueprint standards. Significant accomplishments have been realized through the arts department with the infusion of each discipline into the drama program which results in a successful culminating production. Students experience the various programs throughout their three years at Bernstein and are given the opportunity to work towards acceptance into a major talent program when they reach 8th grade. Funding for necessary materials to enhance the arts program has been challenging and we are utilizing our network support system to provide resources to assist us in this endeavor. Currently, we have a dedicated dance studio and we are working closely with outside resources to create a dedicated theater room which will continue to improve our drama program.

One of our most recent accomplishments was the launching of our school website in September 2008. According to the results of the 2007 Learning Environment Surveys, IS 7 had a need for improvement in the subcategory of "Communication"; primarily between home and school. In response, we purchased a private website through E-Chalk which is updated daily with general school information and important dates by our Webmaster. The webmaster under the direction of the administration has also set up a link for our incoming students which include the reading booklist, FAQ's, and general announcements regarding the articulation process. This is in addition to the links for our current students with similar information. Each teacher has also created his or her own personal class webpage. Teachers are using their WebPages to post homework assignments, test dates and project outlines. Some staff also set up "discussion" with students over the internet such as the Principals Internet Reading Book Club which runs across all three grades during the school year. Furthermore, each teacher is provided with an e-mail address through the website which is listed in a public staff directory. This staff directory is another avenue for parents to reach out to our staff; furthering our effort to open the lines of communication. In just one year the website has generated a

ton of positive feedback from our students and parents. According to our Google Analytics, the website is getting increasingly more hits with every day that goes by.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To provide a rigorous instructional program in Mathematics that will enable students to meet and exceed the State and City content and performance standards in Mathematics. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Mathematics standardized exam, will show an increase in their final grade point average in Mathematics from June 2010, as indicated on ARIS. <input type="checkbox"/>	<input type="checkbox"/> To provide a rigorous instructional program in Mathematics that will enable students to meet and exceed the State and City content and performance standards in Mathematics. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Mathematics standardized exam, will show an increase in their final grade point average in Mathematics from June 2010, as indicated on ARIS. <input type="checkbox"/>
<input type="checkbox"/> To provide a rigorous instructional program in Social Studies that will enable students to meet and exceed the State and City content and performance standards in Social Studies. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Language Arts and/or 2010 NYS Mathematics standardized exam, will show an increase in their final grade point average in Social Studies from June 2010, as indicated on ARIS. <input type="checkbox"/>	<input type="checkbox"/> To provide a rigorous instructional program in Social Studies that will enable students to meet and exceed the State and City content and performance standards in Social Studies funded via C4E, Fair Student Funding and Lead Teacher
<input type="checkbox"/> To provide a rigorous instructional program in Science that will enable students to meet and exceed the State and City content and performance standards in Science. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Language Arts and/or 2010 NYS Mathematics standardized exam, will show an increase in their final grade point average in Science from June 2010, as indicated on ARIS. <input type="checkbox"/>	<input type="checkbox"/> To provide a rigorous instructional program in Science that will enable students to meet and exceed the State and City content and performance standards in Science. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Language Arts and/or 2010 NYS Mathematics standardized exam, will show an increase in their final grade point average in Science from June 2010, as indicated on ARIS. <input type="checkbox"/>
<input type="checkbox"/> By June 2011, 10% of 8th grade students currently attending school 80-89% of the time will increase their attendance to above 90% as measured by ATS. <input type="checkbox"/>	<input type="checkbox"/> Improving attendance rate for 8th graders.

<p>□ To provide a rigorous instructional program in Language Arts that will enable students to meet and exceed the State and City content and performance standards in Language Arts. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Language Arts standardized exam will show an increase in their final grade point average in Language Arts from June 2010, as indicated on ARIS □</p>	<p>□ To provide a rigorous instructional program in Language Arts that will enable students to meet and exceed the State and City content and performance standards in Language Arts. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Language Arts standardized exam will show an increase in their final grade point average in Language Arts from June 2010, as indicated on ARIS □</p>
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## 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**

**Mathematics**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To provide a rigorous instructional program in Mathematics that will enable students to meet and exceed the State and City content and performance standards in Mathematics. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Mathematics standardized exam, will show an increase in their final grade point average in Mathematics from June 2010, as indicated on ARIS. <input type="checkbox"/></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The assistant principal, lead teacher and math coach will continue to analyze data through an inquiry process utilizing Acuity (Predictive and Diagnostic assessments) to support data driven decisions that will drive classroom instruction and provide appropriate intervention services. Analysis of results will determine student progress and aid in establishing student benchmarks. Teachers will continue to share differentiated instructional strategies to align with pacing calendars during common planning time. Professional Development on Acuity and additional assessment tools will be provided to assist teachers to track student progress and provide targeted instruction of identified skills. Math Department will also develop Data Binders to provide current data analysis of individual student progress through inquiry while providing teachers with a venue to recognize patterns of their students and as an aid in developing appropriate benchmarks. Additional staff development will be provided during common planning time, interclass mentoring and study groups, off site workshops, which will focus on strengthening instructional practices and collaborative planning through the Inquiry Team. Additionally, communication within the community will continue with a math curriculum guide, which informs parents of specific topics students learn, and a timeline for the introduction for each topic.</p> <p>In response to the accomplishments of the math department, a math accelerated program is in place and students are assessed for regent’s placement.</p>

	<p>The instructional focus of the Math department is to increase student growth, by taking the curriculum and applying best teaching practices with appropriate interventions. This approach will be continued throughout the 2010-2011 school year and will be implemented during block periods 5 days per week.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□  1 Assistant Principal, 1 Math Lead Teacher, 15 Math Teachers funded via C4E, Fair Student Funding and Lead Teacher.  The assistant principal will continue to provide support and facilitate opportunities for professional development utilizing both in house and outside sources, while supplying the most current data analyses. The math lead teacher will provide professional development as targeted interventions and will continue to promote appropriate instructional strategies. In addition, the lead teacher will facilitate study groups that will focus on Item Skills Analysis to develop additional strategies. Math teachers will be afforded professional development opportunities and outside workshops that will require turnkey modeling of acquired knowledge. Additionally, regional resources will continue to be procured to demonstrate the most current effective classroom descriptors. □</p>
<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>	<p>□  -Use of periodic assessments and ed Performance to track student progress prior to and after exams are administered.  -Utilize assessments through the Kaplan Test Prep Program.  -Periodic review will occur 4x per school year and will include the following assessments: predictive administered in December, Customized ITA in January, May and June.  In accordance with the results of these assessments, there is a projected gain of 3% increase in the number of students in the bottom 1/3 scoring at or above 80 percent for their final grade point average in Math by June 2010.</p>

Subject Area

**Social Studies**

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<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>	<p>□ Evidence of growth in skills, concepts, and problem solving as measured by ongoing teacher assessment.</p> <p>Students will show evidence of writing in the content area in their portfolios including but not limited to the following: Analyzing both secondary and primary documents including political cartoons, graphs, timelines, public information speeches, propaganda articles and diaries.</p> <p>All students will compile Social Studies Portfolio demonstrating evidence of getting information, using information, presenting information orally and in written form and identifying and solving problems. Their portfolio will be aligned with the pacing calendar in accordance with City and State performance standards. Quarterly exams, midterms and teacher made tests will imitate the format of the State test to help prepare students for the State exam.</p>
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**Subject Area  
(where relevant) :**

**Science**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□ To provide a rigorous instructional program in Science that will enable students to meet and exceed the State and City content and performance standards in Science. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Language Arts and/or 2010 NYS Mathematics standardized exam, will show an increase in their final grade point average in Science from June 2010, as indicated on ARIS. □</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>	<p>□ The focus of the Science department is to increase the percentage of 6th, 7th and 8th grade students meeting the course requirements in Science and to increase the percentage of 8th grade students meeting and or exceeding the standards on the 8th grade New York State Science Exam, by taking the curriculum and translating it into meaningful instruction. In the 2010-2011 school year instruction will be implemented during a 40 minute class period 5 days per week. On a quarterly basis students, in collaboration with their teachers, will create goals aligned with both the New York City and New York State performance standards in Science which will drive classroom instruction and help the students meet and or prepare for the 8th grade standardized exam. Also professional development opportunities and common planning time will focus on small group strategies working, developing and implementing</p>

	<p>student goals, conferencing with children, infusing writing and reading in the curriculum, portfolio assessment, grouping students, differentiating instruction, developing uniform rubrics with all projects and sharing best teaching practices. In order to drive instruction for students with disabilities, the administration and regional support personnel will provide professional development focusing on the aforementioned strategies, as well as different learning styles and multiple intelligences. All students will compile a Science Portfolio demonstrating evidence of scientific connections and applications, scientific thinking, scientific tools, scientific communication, and scientific investigation. Their portfolio will be aligned with the pacing calendar in accordance with City and State performance standards. Students will show evidence of writing in the content area in their portfolios including but not limited to the following: lab reports, field work, student observations, and student conclusions. The use of smart boards and the assignment of a part-time lab technician will further support instruction. PTA meetings will also celebrate student achievements in Science at the schools annual Science Expo.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Administration, 2 lead teachers, 1 math coach and 9 teachers within the Science Department funded via C4E, Fair Student Funding and Lead Teacher.</p>
<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>	<p><input type="checkbox"/> Evidence of growth in skills, concepts, and problem solving as measured by ongoing teacher assessment and uniform midterm exams.</p> <p>Evidence of growth in hands-on investigative approach and writing as measured by a quarterly review of student portfolios and supervisors' observation reports and walkthroughs.</p> <p>Teacher made tests will imitate the format of the state test to help prepare students for the State exam.</p> <p>In collaboration with the Data and Instructional Team collect and analyze data collected from walkthrough reports.</p>

**Subject Area**  
**(where relevant) :**

**Attendance**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 10% of 8th grade students currently attending school 80-89% of the time will increase their attendance to above 90% as measured by ATS. <input type="checkbox"/></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>	<p><input type="checkbox"/> The focus of the school is to increase the percentage of attendance by students, specifically 8th grade students during the 2010-2011 school year. Students who attended school 80-89% of the time during the 2009-2010 school year will be targeted for the 2010-2011 school year. Students within this range will be targeted by specific staff members for ongoing guidance and monitoring; staff members, including deans and guidance counselors, will identify possible reasons for absences and possible strategies to increase attendance for specific students. On a monthly basis, targeted students who show improvement towards meeting their goal will be eligible for a culminating activity. In addition, targeted students who showed the most improvement throughout the school year will be eligible for incentives at the end of the year. On a quarterly basis, any students falling within the range of 80-89% will be identified; interventions will include guidance conferences with the students and the parents. Within the first two weeks of the 2010-2011 school year, students will participate in an assembly which will outline the importance of attendance in school and throughout life, relationship between number of days absent and actual school time missed and incentives for high percentages of attendance. This presentation will also be presented at the school PTA meeting in September 2010. Within the first two weeks of the 2010-2011 school year, attendance driven lessons, will be used within the classrooms, with specific focus on surveying students on reasons for absences and desired incentives. In addition, lessons may focus on percentages pertaining to absences. Throughout the year, information pertaining to attendance will be readily available to students (i.e. posters, website). On a daily basis, the attendance school aide will contact parents/guardians of absentee students to report the absence. On a quarterly basis, homeroom classes with high percentages of attendance will be eligible for incentives. On a weekly basis, the percentage of attendance of each homeroom per grade will be charted and posted in a common area within the school. On an ongoing basis, homeroom classes with perfect attendance will be recognized on the school website. In addition, on a quarterly basis, the names of students with perfect attendance will be posted on the school website. On a quarterly basis, students with perfect attendance will receive a certificate of recognition. At the end of the 2010-2011 school year, classes with highest percentage of attendance and students with perfect attendance will be eligible for incentives.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Phone Messenger; Website; Attendance School Aide, 3 Guidance Counselors; 3 Part Time Deans, 3 Assistant Principals; SAPIS Counselor; Social Worker, Grade Team Leaders funded via C4E, Fair Student Funding and Lead Teacher.</p>
<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>	<p><input type="checkbox"/> Monthly ATS Reports  Daily review of absentee students by school aide, as measured by ATS  Weekly graph of class attendance, posted in common areas, as measured by ATS  Weekly review of classes with daily perfect attendance, as measured by ATS  Weekly monitoring of attendance of targeted students, as measured by ATS  Monthly review of homeroom classes with highest percentage of attendance, as measured by ATS  Quarterly review of students with perfect attendance, as measured by ATS  Quarterly review of students whose attendance is within 80-89% range, as measured by ATS</p>

**Subject Area  
(where relevant) :**

**Language Arts**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To provide a rigorous instructional program in Language Arts that will enable students to meet and exceed the State and City content and performance standards in Language Arts. By June 2011, 80% of students in grades 6, 7, and 8, who scored at or below Level 2 on the 2010 NYS Language Arts standardized exam will show an increase in their final grade point average in Language Arts from June 2010, as indicated on ARIS <input type="checkbox"/></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>	<p><input type="checkbox"/> The following strategies are put into action by the Language Arts Department with the support of the lead teacher and assistant principal. The Language Arts teachers continue to implement Columbia Teachers College Reading and Writing project. Professional development will be provided monthly by</p>

	<p>an on-site staff developer from Teachers College to support the reading and writing workshop. Additionally, calendar days at Teachers College were purchased for off-site professional development. Common planning time will be incorporated once a week during the 37.5 minutes to identify struggling students, implement and plan differentiated lessons and look at student work to identify trends in Acuity and plan accordingly. The PD will focus on small group strategies, developing and implementing student goals, conferencing with students and creating a uniform curriculum calendar and implementing the common core standards. In addition, we will continue to enhance our library of instructional resources available for teachers and our lead teachers assist classroom teachers on use of these resources. Conferencing and Acuity will be used to assess student progress and create student goals on a quarterly basis. In addition, several teachers will also use the Scantron Performance Series as alternate means of assessment for their students. For the highest performing students, the administration has implemented an accelerated program in the 8<sup>th</sup> grade to maintain and increase the percentage of students exceeding the State and City content performance standards in Language Arts.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□3 Assistant Principals, One Lead Teacher, and 12 General Education Teachers and 4 Self Contained Special Education Teachers and 4 Collaborative Team Teachers funded via C4E, Fair Student Funding and Lead Teacher</p>

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

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

□

**Indicators of Interim Progress and/or Accomplishment**  
**Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains**

In order to assess our students properly, the Acuity Assessments will be designed to follow the school's curriculum. We will use genre based assessments to attain accurate growth of student progress.

Teachers College Reading and Writing Assessments will give the teacher a baseline on each student's individual reading and writing levels.

New York State ELA Exam

Student Report Cards

Evidence of growth in skills and concepts according to student portfolios.

All students will compile Language Arts Portfolio aligned with the curriculum guides in accordance with City and State performance standards.

Midterms and teacher made tests will imitate the format of the State test to help prepare students for the State exam.

The accelerated ELA 8th grade class will take a practice High School 10th Grade Regents Examination in early October, as a pre-assessment, and in early May, as a post assessment.

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	146	146			100		33	
7	72	72			100		22	
8	106	106			14		4	
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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:</b>	<p>☐AIS teachers identify students from the data found on the ELAP, Acuity, ELA scores and teacher documents. They "push-in" into a cooperating teacher's classroom. Selected students are also taken to a separate location for a more intensive session. Whole classes are also taken to the comouter lab to work on math skill and problem solving software. Strategies include a multi-modality approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit area identified will be task analyzed with the opportunity for repetitious review. Instruction will be focused within small groups of 5:1 or individualized 1:1 approach. Students' performance in conjunction with consistent interaction with AIS teacher will provide a basis for immediate corrective feedback. This service is provided after school, 4 days per week to grades 6,7,8. The program matches literacy instruction for the unique needs and strengths of each student. Four essential components of reading instruction are incorporated into the lessons: phonemic awareness, fluency, vocabulary and comprehension. This program maximizes students' time reading, blends reading or writing into all subject areas, explicitly teachers how to make meaning of texts and gives students opportunities to discuss what they have learned. The Wilson program is also being used by the Special Education and SETTS teachers during their regular scheduled classes. It is also being provided during the extended day to the at risk students. The school hopes to continue to empy a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. AIS is also provided through the utilization of Educational Paraprofessionals trained by the lead teacher in collaboration with the classroom teachers. Academic intervention services are delivered during the course of the school day.</p>
<b>Mathematics:</b>	<p>☐AIS is provided through the utilization of Educational Paraprofessionals trained by the math coach and lead teacher in collaboration with the classroom teachers. This service is delivered within small group instruction during class time and also during extended day. Additionally, the Kaplan Unlocking the Keys program is being utilized by all students to target basic foundation skills, and test prep strategies. The school employs a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. Academic intervention services are delivered during the course of the school day. During the extended day program, AIS is provided 4 days per week to grades 6, 7, 8. The program matches instruction for the unique needs and strengths of each student.</p>

<b>Science:</b>	<input type="checkbox"/> The Pupil Personnel Team will work collaboratively to identify students who qualify for intervention services. These students will be grouped according to their individual needs and will receive the appropriate Academic Intervention Services during the extended day at IS7 or the existing Saturday and/or summer program within the district. The AIS model includes but is not limited to small group instruction and 1:1 tutoring. Strategies include a multi-modality approach such as differentiated instruction and use of manipulative which target a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task analyzed with the opportunity for repetitious review. Academic intervention services are delivered during the course of the school day.
<b>Social Studies:</b>	<input type="checkbox"/> The Pupil Personnel Team will work collaboratively to identify students who qualify for intervention services. These students will be grouped according to their individual needs and will receive the appropriate Academic Intervention Services during the extended day at IS 7 or the existing Saturday and/or summer program within the district. The AIS model includes but is not limited to small group instruction and 1:1 tutoring. Strategies include a multi-modality approach such as differentiated instruction and use of manipulative which target a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task analyzed with the opportunity for repetitious review. Academic intervention services are delivered during the course of the school day.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Middle school students are often “at risk” academically, interpersonally, and/or “personally” (self-imposed). In I.S.7, these youngsters may be identified formally (through the Pupil Personnel Team) or informally through parent/guardian, staff member or personal individual referral). Support groups in the areas of self-esteem enhancement peer pressure resistance, interpersonal relations, conflict resolution methodology, decision-making skills and career development issues are held for these at risk students during every lunch period for all three grade levels. Peer tutoring frequently is an outgrowth of these groups – particularly for those students whose academic performance has negatively affected their self-esteem. Parent involvement is encouraged and actively pursued for all “regular” members of these “groups.” Telephone and/or in person parental consultation with the counselor is always welcomed; this helps to ensure at home follow-up. Counseling is also provided on an individual basis according to a prescribed schedule for some students; “as needed” and/or crisis counseling is always available. Although confidentiality is respected, teachers and administrators are consulted when doing so is in the best interest of the youngster. In addition, the clinical members of the School Assessment Team (psychologist and social worker) work collaboratively with the guidance counselor in ensuring quality services for all members of the student population. In all cases, evaluations are on going; interventions are changed and/or terminated, when indicated. In some cases, parents/guardians are encouraged to pursue outside services; referrals often originate from the school counseling staff. Academic intervention service are delivered during the course of the school day.

<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> The primary responsibility of the school psychologist is the evaluation of students referred to the School Assessment Team, their work with at risk students is more limited than it has been in the past. During PPT meetings, the school psychologist advises appropriate at risk efforts on behalf of students brought before the team. We routinely consult with teachers, parents, administration and outside treatment specialists and facilities on behalf of students having difficulties. We consult with parents and advise them on techniques for helping their children with academics or refer them to the PASS tutorial program, treatment and evaluation facilities beyond what is available through the Department of Education. We refer students to colleagues in the school, such as the social worker and guidance counselors. When there is a crisis or emergency situation with a student, we are always available though may not be able to work with that student long term for counseling. Academic intervention services are delivered during the course of the school day.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> IS 7 has a number of deeply troubled youngsters and the social worker sees an average of 40 students per week for at risk or ERSS counseling in small group or individual sessions. Many students refer themselves or their friends to the social worker and, although she is available only 3 days a week, she had made it a point to be available to all students throughout the year at Bernstein. The social worker consults with and advises their parents. Many parents try to maintain a strong phone relationship with the social worker, seeking advice on how to handle their children in home situations. Teachers frequently consult the school social worker about students who concern them. The school social worker offers the teachers guidance on how to deal with these students or take the students into whichever one of the groups is most appropriate. The social worker makes referrals for treatment outside the school system and tries to support the parents while they make a commitment to therapy on behalf of themselves and their children. The school social worker also serves on the Pupil Personnel Team. In addition, the social worker and our SAPIS counselor have also done a series of workshops designed to give parents strategies in helping students with maladaptive behaviors. Academic intervention services are delivered during the course of the school day.</p>
<p><b>At-risk Health-related Services:</b></p>	<p><input type="checkbox"/> The nurse will develop and implement individual treatment programs for students in need of health services. The nurse will review medical and health records of students receiving health services for completion of data. The nurse will provide direct health care and emergency first aid to students. The nurse consults with teachers and administrative staff on matters relating to health services. The nurse will also consult with parent/guardian regarding treatment goals, and other recommendations to enhance the student's functional ability within the classroom and home setting.</p> <p>Currently, none of the students are receiving individualized AIS in health related services. In the event that in the future, students may require AIS for health related services, this will be the plan to follow.</p>

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

n/a

**Number of Students to be Served:**

LEP n/a

Non-LEP n/a

**Number of Teachers** n/a

**Other Staff (Specify)** n/a

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

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

n/a

**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.

n/a

**Section III. Title III Budget**

—

**School:** n/a

**BEDS Code:** 353100010007

<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	n/a	<input type="checkbox"/> n/a
<b>Purchased services</b> - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	n/a	<input type="checkbox"/> n/a
<b>Educational Software (Object Code 199)</b>	n/a	<input type="checkbox"/> n/a
<b>Travel</b>	n/a	<input type="checkbox"/> n/a
<b>Other</b>	n/a	<input type="checkbox"/> n/a
<b>TOTAL</b>	<b>0</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**

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.

At the beginning of the school year, the ELL contact person will distribute surveys to ALL parents with children in school. The surveys will inform the parents about the Chancellor's Regulations A-663. This will give all parents an opportunity to request written, as well as oral translation and interpretation services, for the entire school year. The school ELL contact person, in collaboration with the school Parent Coordinator, will ensure that all parents are provided with appropriate and timely school correspondence in a language they request.

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.

Currently 10 families in our school have requested that all school correspondence be translated to the following languages: Albanian, Chinese, Arabic, Spanish, and Russian. 4 families have requested an interpreter to be available for the Parent Teacher Conferences.

The ELL contact person notifies the school community about parents' interpretation needs through Parent Coordinator.

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

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

School written correspondence that comes from the Chancellor's Office will be automatically downloaded in different languages and distributed to parents. The correspondence that comes from school will be translated by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school. Following are samples of the school correspondence to be translated:

- a. *PTA letters*
- b. *School newsletter*
- c. *Trip notices*
- d. *Letters from teachers*
- e. *Letters regarding students' academic progress*

For lower incident languages, the school will use funds allocated from the Translation and Interpretation Budget, and hire fully licensed bilingual DOE staff from the other schools. All school correspondence will be forwarded to the ELL contact person at least one week prior to distribution. This will ensure that all parents who request translations are provided with appropriate and timely information in a language they can understand.

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.

The oral interpretation services will be provided for the following events:

- a. *Parent Teacher Conferences*
- b. *ELL Parent Orientation*
- c. *Phone calls from teachers regarding students' academic progress*
- d. *IEP conferences*
- e. *Content area exam translations*

Oral interpretation services will be provided by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school. For lower incident languages, the school will use funds allocated from the Translation and Interpretation Budget, and hire fully licensed bilingual DOE staff from the other schools. For the IEP conferences, the school will directly contact the DOE Translation and Interpretation Unit for over-the-phone translation services.

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>.

□

The school Parent Coordinator and the ELL contact person will post signs in each of the covered languages, indicating the availability of interpretation services. The signs will be posted near the primary entrance to school. Signs will also be posted notifying parents that copies of translated versions of The Bill of Parent Rights and Responsibilities are available in the Main Office.

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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

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

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your

school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_31R007\_021511-100830.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 604</b>	District <b>31</b>	School Number <b>007</b>	School Name <b>Elias Bernstein</b>
Principal <b>Dr. Nora De Rosa-Karby</b>		Assistant Principal <b>Joseph Mennella</b>	
Coach <b>Judy Dillon</b>		Coach <b>Amy Kosinski</b>	
Teacher/Subject Area <b>Danka Amtzis/ESL</b>		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Barbara Zaremba</b>	
Related Service Provider		Other	
Network Leader <b>Greg Jaenicke</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>1</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>1172</b>	Total Number of ELLs	<b>15</b>	ELLs as Share of Total Student Population (%)	<b>1.28%</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.

1172Paste response to questions 1-6 here

When a new ELL student is being admitted, the school secretary notifies the ELL contact person, who then assists parents/guardians with completing the Home Language Identification Survey. After assisting parents with completing the HLIS, the ESL teacher signs off on the survey and determines whether the student is eligible for taking the LABR and/or Spanish Lab test. All newly admitted students are screened, tested and the parent orientation is conducted within 10 school days. The interview is initially conducted in English and based on parental need, an interpreter is provided. Translation and interpretation services are always offered to parents. On the same day, the parent is notified about the Language Assessment Battery-Revised and/or Spanish LAB test (if applicable). The newly admitted students, whose home language survey indicates that they speak a language other than English, are tested with the LAB-R exam within the first ten days of enrollment. Based on results of the LAB-R test, the parent is invited to a Parent Orientation of newly enrolled English Language Learners. School correspondence is sent in parent's native language. During the orientation, the parent has an opportunity to watch a video, ask questions about the educational programs being offered, and discuss other relevant matters pertaining to their child's education. The parents are offered Freestanding ESL programs, Transitional Bilingual Education and Dual Language Programs. If the school does not have a particular program chosen by the parent, a transfer option is offered, if available. Entitlement letters are given directly to parents and Parent Survey and Selection forms are collected at the Parent Orientation meetings. The pedagogue who is conducting the initial screening and administering the LAB-R test, is a fully licensed ESL teacher.

In the beginning of each school year, the ELL students are evaluated based on both the NYSESLAT and the ELA test to determine if any additional services will be offered to students throughout the school year. The pedagogue who conducts the initial screening is a fully licensed ESL teacher. The teacher has permanent NYS ESL Certificate and permanent NYC ESL license. The pedagogue who administers both, the HLIS and the LABR Exam is Danka Amtzis. The pedagogue who administers the Spanish LAB is a fully licensed teacher of Spanish.

The freestanding ESL program in our school is aligned with what parents in our school have been requesting. Upon reviewing the Parent Surveys and Program Selection forms for the past several years, we found that parents consistently choose the ESL program although the Bilingual and Dual Language Programs are also offered to them during the ELL Parent Orientation. As a result, the ESL program in our school is aligned with what parents have been requesting. In addition, we currently do not have enough students who speak the same language to form a self contained ESL, Bilingual class or a Traditional Dual Language class in our school. According to the most recent BESIS survey, currently 13 parents chose ESL as their first choice and 2 parents chose Bilingual Program as their first choice. The Bilingual and Dual Language Programs are always offered to parents during Parent Orientation. We will build alignment between parent choice and program offerings by monitoring parent survey and selection forms and making sure that the information is accurately collected through the annual BESIS data collection.

Those students who scored 2 or below on the ELA test and/or beginner/intermediate level on the NYSESLAT are eligible for additional

academic instruction throughout the school year, such as AIS services, SETTS and the Extended Day Program.

## 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	Total #
<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>							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	6
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						



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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	5	2					7
Chinese							0	0	1					1
Russian							2	0	0					2
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	1	1					2
Haitian							0	0	0					0
French							0	0	0					0
Korean							1	0	0					1
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	0	0					1
Other							0	0	1					1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</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

The ESL organizational model in our school is a pull-out instructional model of ESL instruction. In addition, all students regardless of grade are in one class. As for the ESL program model, ELL students are grouped heterogeneously in order to provide the students with ESL instruction towards meeting CR Part 154 mandates. The Advanced level ELL students receive 180 minutes of ESL instruction per week. The Beginner and Intermediate Level students receive 360 minutes of ESL instruction per week. There are two periods of ESL instruction every day. The ESL teacher ensures that entitlement letters are distributed and parent survey and program selection forms are returned. The signed forms are placed in students' cumulative record folders. Copies are kept in the ESL binder.

**SAMPLE ESL SCHEDULE BEGINNER LEVEL STUDENTS GRADE 8 45 MINUTE PERIODS**

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1	HEALTH	HEALTH	HEALTH		HEALTH	LA
2	ESL	LA	LA	LA	LA	
3	ESL	ESL	ESL	MATH	ESL	
4	MATH	MATH	SPANISH	MATH	MATH	
5	MATH	GYM	MATH	GYM	MATH	
6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
7	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
8	ESL	SOC.STUDIES	SOC.STUDIES	ESL	ESL	

**SAMPLE ESL SCHEDULE INTERMEDIATE LEVEL STUDENTS GRADE 8 45 MINUTE PERIODS**

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	CHORUS	CHORUS	CHORUS	CHORUS	LA
2	ESL	LA	LA	LA	LA
3	ESL	ESL	ESL	MATH	ESL
4	MATH	MATH	MATH	MATH	MATH
5	MATH	GYM	MATH	GYM	MATH
6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
8	SOC.STUDIES	ESL	SOC. STUDIES	ESL	ESL

SAMPLE ESL SCHEDULE ADVANCED LEVEL STUDENTS GRADE 8 45 MINUTE PERIODS

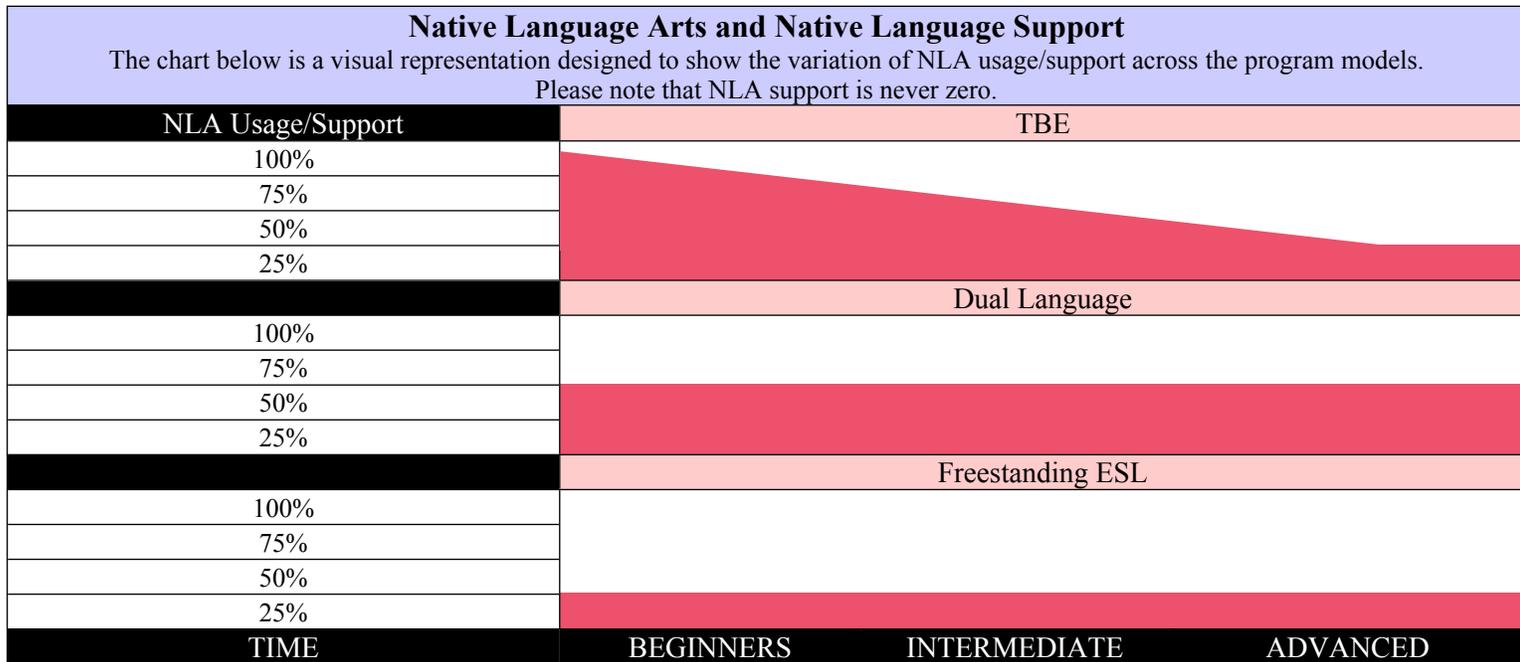
PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	LA	LA	LA	LA	LA
2	CHORUS	CHORUS	CHORUS	CHORUS	LA
3	LA	ESL	ESL	MATH	ESL
4	MATH	MATH	SPANISH	MATH	MATH
5	MATH	GYM	MATH	GYM	MATH
6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
8	SOC.STUDIES	ESL	SOC. STUDIES	SOC.STUDIES	SOC.STUDIES

The instruction delivered in the ESL class is in English. The ELL teacher is using scaffolding techniques in order to combine ESL and content area instruction. The teacher expands on children’s attempts to use language, thereby facilitating communication at a level beyond the children’s actual linguistic capabilities. By using ESL methodologies and content area instruction, the children do not learn language as an isolated subject. For the 2010-2011 school year, the focus will be on Listening and Writing.

Instruction for ELL students is differentiated based on students' needs. Student's schedule allows for all mandated minutes since English Language Learners attend ESL classes in lieu of art, chorus, dance, drama, and language arts' classes. Currently, there is one (1) SIFE ELL students in our school. The student attends mandated after-school program. During the after-school program, the student is receiving extra help in math and language. Our long term ELL students, who score at level 1 or 2 on the ELA and Math tests, attend mandated after-school program. One long term ELL student receives SETTS. We currently offer ELA and Math tutoring for those students who have been in the ESL program between 4 and 6 years. All newly admitted and SIFE students are placed into age-appropriate classes and the grade advisor uses the “buddy-system” for the remainder of the school year until the student becomes acquainted with the school system. The ESL teacher ensures that there are materials available in a child’s native language, and the ESL methodologies are being utilized by the content area teachers. Since newcomer ELLs are most likely at the beginning stage of their language acquisition, classroom strategies aim to make the learner secure and comfortable and able to achieve in the ESL classroom as well as the student’s regular classroom. The students read books in their native language during independent reading time and they are also encouraged to take native language literature home. Beginner level ELL students use bilingual glossaries and dictionaries. The ESL instruction is differentiated based on student's language proficiency level and/or NYSESLAT level. Advanced and intermediate level students are often immersed in pair work, group work and individual activities. The ESL teacher and/or classroom paraprofessional works with the beginner level ELL students to ensure development of survival language/oral skills. The teacher also uses a variety of visuals, realia, manipulatives and other concrete materials to teach. Currently, there are six (6) special education ELL students in our school. The pull-out ESL class follows the inclusion model, where the special education students receive the instruction together with general education students. However, the ESL instruction for the special education students is modified. Those students, who reach proficiency on the NYSESLAT, will be closely monitored in the following school year by the ELL teacher. They will receive testing accommodations for up to two years after testing out on the NYSESLAT for all assessments. The ATS RLAT report will be used to identify eligible students.

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



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

The ELL teacher at IS 7 ensures that the ESL curriculum reinforces the general curriculum of a particular grade level. The ELL teacher also provides challenging instruction, including content based instruction. The ESL standards promote ESL instruction that is closely aligned with standards based ELA instruction. The ELL teacher implements activities which integrate all four skills: listening, reading, speaking and writing. The activities reinforce the general curriculum and the content is always culturally diverse. The ELL teacher is using scaffolding techniques in order to combine ESL and content area instruction.

The materials used in the ESL classroom are challenging and grade appropriate. The ESL teacher ensures that the students are introduced to different genres as well. Language activities are implemented through an integrated ESL curriculum. The students read chapter books, biographies, poetry, historical fiction, fiction, and non-fiction materials. There are two MAC computers and one PC computer in the classroom. The ESL teacher differentiates instruction for ELL subgroups by using guided reading strategies for the 2010-2011 school year. Some of the materials being used in the ESL classroom are:

- National Geographic: non-fiction selection
- Teachers College: Unit Study
- Voices in Literature for beginner ELL students

Our school does not offer TBE or Dual Language Program. Therefore, native language support is offered through native language library in the classroom where students can pick a book to read based on personal interest and reading level.

Classroom libraries contain bilingual and native language books for independent reading. Some of the native language materials available to ELL students are as follows:

- La Casa en Mango Street by Sandra Cisneros
- El Dia de los Veteranos by Marlene DeQiz Wang
- Pinta el Viento by Pam Munoz Ryan
- Cool Salsa Bilingual Poems on Growing Up Latino in the US
- El Timo by Gordon Korman
- Erase Una Vez Entre Los Chibchas by Alfredo Garcia Giraldo

Those students, who reach proficiency on the NYSESLAT, will be closely monitored in the following school year by the ELL teacher. They will receive testing accommodations for up to two years after testing out on the NYSESLAT for all assessments. The ATS RLAT report will be used to identify eligible students.

Current strategies for improving student performance in the ELA include the implementation of a Balanced Literacy Approach within a workshop Model classroom. ELLs in all grades 6, 7 and 8 are enrolled in an Impact Math program, using a 90 minute block for instruction. As for Social Studies, Grade 6 utilizes the world studies program, Our World by McGraw Hill; 7 and 8 grade students use the American Nation program by McGraw Hill. The Science Curriculum utilizes Glencoe New York Science Program. The ELLs also participate in the Extended Day Program are. The ELLs participation in the Extended Day program is based on most recent standardized assessments data.

Our ELL students are afforded equal access to all school programs. United Activities Unlimited organization runs all after school programs. The following after school programs are available in our school:

- Drama
- Art
- Dance
- Sports
- Band

### 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

Staff development is ongoing. The topics covered during professional learning communities meetings are as follows:

- Common Core Standards
- ESL instruction in Special Education Classes
- Teaching reading in Social Studies, Science and Math

The ELL teacher will attend PD sessions presented by the CF Network Instructional Specialists.

The ESL teacher will attend the following Professional Development workshops:

- Annual ESL/Bilingual Professional Learning Communities at the District Office
- Language Allocation Policy training
- Literacy CCSS Class for Middle School

The ELL data and the ELL instructional practices will be presented to the school instructional team and the school inquiry team.

The topics covered during Professional Learning Communities sessions will help content area teachers better understand the process of second language acquisition. All teachers must have a minimum of 7.5 hours of ELL training. Content area teachers have been encouraged to use ESL methodologies with the English Language Learners in their classrooms.

The school assistant principals will attend professional development on student achievement and testing. The school secretary will attend ESL professional development regarding home language identification surveys and using ATS data pertaining to ESL students. The content area teachers will attend professional development presented by Teacher's College.

The ELL students are evaluated on individual basis as they transition from one school level to another. Their academic progress is

discussed during professional learning communities meetings.

### 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

For the upcoming 2010-2011 school year, the first parent orientation for the newly enrolled English Language Learners will be held in September. After September, the orientations are scheduled within the first ten days of ELLs admission to school. At the orientation, parents will see the video and receive literature about the services in their native language. The sessions usually last about one hour. The orientations will be held in the morning, in the afternoon and in the evening. The IS 7 parent coordinator will be present at the orientations as well. If a parent does not speak English, an interpreter is usually provided. The teachers and paraprofessionals at IS 7 assist with translating into Albanian, Spanish, Bosnian and Arabic. The ELL teacher and the Parent Coordinator will use the DOE Translation and Interpretation Services to translate school correspondence in languages other than English. After the orientations, parents are sent periodic progress reports and are encouraged to contact the ESL teacher to discuss the report and their child's progress. Parents receive school correspondence in a language that they can understand. Parents are notified that interpreters are available for the PT Conferences. We evaluate the needs of the parents based on individual interviews. Parents are advised that the ESL teacher and the parent coordinator are available for questions or special needs.

In addition, we hold the following workshops for parents:

- High School Information
- ELA and Math Assessment Information
- Articulation for Parents of incoming 6th graders
- Monthly PTA meetings

## 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	1	0					1
Intermediate(I)							0	0	2					2
Advanced (A)							4	5	3					12
Total	0	0	0	0	0	0	4	6	5	0	0	0	0	15

### NYSESLAT Modality Analysis

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

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

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

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

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

Paste response to questions 1-6 here

The number of ELL students at each Proficiency Level is as follows:

Beginner	2
Intermediate	2
Advanced	11

NYSESLAT scores 2010: In Grade 6, 4 students scored at the Advanced Proficiency Level. In Grade 7 there is one student at the Beginner Proficiency Level and 5 at the Advanced Proficiency Level. In grade 8, there is 1 student at the Beginner Proficiency level, 2 students at the Intermediate Proficiency Level and 2 students at the Advanced Proficiency Level.

The RLAT ATS report indicates that the lowest scores across proficiency levels were as follows: Grade 6 Writing; Grade 7 Listening/Writing; Grade 8 Listening/Writing. These patterns across NYSESLAT modalities will affect instructional decisions as follows: the ESL teacher will focus instruction on developing listening and writing skills for the upcoming school year. In addition, all four modalities will be implemented in each class through the learning standards as recommended by New York State. Through Balanced Literacy approach, teachers will implement read-alouds weekly in order to improve students' listening skills. Students are given opportunities to share their work and ideas among their peers and develop a set of listening strategies that contribute directly to the comprehension. Academic language development is planned by using Balanced Literacy in the ELA classroom and by making sure that the ESL instruction is aligned with the New York State Learning Standards for English as a second language. Teachers model exemplary writing practices for the students and demonstrate how writers write about topics that are meaningful to them. Grammar is taught in the context of actual writing. Teachers provide varied and challenging writing experiences for students in grades 6 through 8. Spelling is integrated into content area writing instruction. Beginner level ELL students use bilingual glossaries and dictionaries.

The ELL teacher at IS 7 ensures that the ESL curriculum reinforces the general curriculum of a particular grade level. The ELL teacher also provides challenging instruction, including content based instruction. The ESL standards promote ESL instruction that is closely aligned with standards based ELA instruction. The ELL teacher implements activities which integrate all four skills: listening, reading, speaking and writing. The activities reinforce the general curriculum and the content is always culturally diverse. The ELL teacher is using scaffolding techniques in order to combine ESL and content area instruction.

The materials used in the ESL classroom are challenging and grade appropriate. The ESL teacher ensures that the students are introduced to different genres as well. Language activities are implemented through an integrated ESL curriculum. The students read chapter books, biographies, poetry, historical fiction, fiction, and non-fiction materials. There are two MAC computers and one PC computer in the classroom. The ESL teacher differentiates instruction for ELL subgroups by using guided reading strategies for the 2010-2011 school year.

Our English Language Learners who have been in the country for less than one year are exempt from taking the ELA test. Currently there are six (6) students who are exempt from taking the ELA test. As for the Math Test, the following translations were available to our students in 2009/2010 school year:

6th grade Math test in Spanish  
7th grade Math test in Spanish  
8th grade Math test in Spanish

As for the Science Test, the following translations were available to our students in 2009-2010 school year:

Oral translations for Arabic and Albanian speaking students

The school provided bilingual glossaries and dictionaries for the content area exams as well.

Our English Language Learners in 6th, 7th and 8th grade took the State Math Test administered in Spring 2010. Our 8th graders will take the Social Studies and State Science Test in Spring 2010. The results for the State Math, and ELA Tests administered in Spring 2010 are as follows:

**Grade 6:**

Two students are newly admitted and do not have scores for the ELA.  
1 student received a score of 3 for the ELA test.  
1 student received a score of 1 for the ELA test.  
1 student received a score of 4 for the State Math test.  
1 student received a score of 3 for the State Math test.  
1 student received a score of 1 for the State Math test.

**Grade 7:**

One student was exempt from taking the ELA test.  
One student is newly admitted and does not have scores for the ELA/Math.  
1 student received a score of 2 for the ELA test.  
3 students received a score of 1 for the ELA test.  
3 students received a score of 2 for the Math test.  
2 students received a score of 1 for the Math test.

**Grade 8:**

Two students are newly admitted and do not have scores for the ELA/Math.  
1 student received a score of 2 for the ELA test.  
2 students received a score of 1 for the ELA test.  
3 students received a score of 3 for the Math test.

Our 8th grade students will be administered the NYS Science Test in June 2011.

The implications for our school's LAP and instruction based on the ELLs performance on the ELA and Math exams are as follows:

- The content area teachers, in collaboration with the ELL teacher, will make sure that the English Language Learners are paired up with other students throughout the school year. This "buddy system" will help facilitate learning.
- The content area teacher will use some of the ESL methodologies presented during Professional Learning Communities meetings.
- The ELL teacher will provide students with bilingual content area glossaries in their native language.
- ELL students who are not meeting the Learning Standards (level 1) in any of the content area exams will attend mandated after-school program.
- ELL students who are not meeting the Learning Standards (level 1) in any of the content area exams will be offered peer tutoring.

All newly admitted Spanish speaking students, who are eligible for ESL services, are tested with Spanish LAB exam in order to determine the students' level of literacy in the native language. The ELL teacher, in collaboration with the school testing coordinator, ensures that all eligible students receive content area exams in their native languages. In addition, the ELL teacher provides the ELLs with content area

books in the native language, in order to maintain the level of literacy in their native language.

For the following 2010-2011 school year, our ELL students will take the Acuity assessment instead of the ELL Interim Assessment.

### 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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 007 Elias Bernstein					
<b>District:</b>	31	<b>DBN:</b>	31R007	<b>School</b>		353100010007

**DEMOGRAPHICS**

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

<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		93.4	94.0	93.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	386	382	391				
Grade 7	370	394	386				
Grade 8	400	380	392				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	10	3	4				
<b>Total</b>	<b>1166</b>	<b>1159</b>	<b>1173</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.4	97.2	98.4

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	16.8	24.8	26.1

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	9	0

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	2	4

<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	46	40	38	Principal Suspensions	65	92	62
# in Collaborative Team Teaching (CTT) Classes	58	59	60	Superintendent Suspensions	6	15	12
Number all others	58	70	67				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</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	Number of Teachers	72	71	72
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	28	27	12
# receiving ESL services only	11	17	TBD	Number of Educational Paraprofessionals	13	8	14
# ELLs with IEPs	1	4	TBD				

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

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	1	4	% fully licensed & permanently assigned to this school	97.2	94.4	100.0
				% more than 2 years teaching in this school	77.8	85.9	86.1
				% more than 5 years teaching anywhere	72.2	74.6	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	93.0	91.7
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	96.4	94.2	100.0
Black or African American	1.5	1.6	0.9				
Hispanic or Latino	7.2	8.1	8.8				
Asian or Native Hawaiian/Other Pacific	4.8	4.7	4.5				
White	86.2	85.3	85.5				
Male	51.5	51.1	52.9				
Female	48.5	48.9	47.1				

**2009-10 TITLE I STATUS**

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

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

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	56.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

<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)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 007 Elias Bernstein					
<b>District:</b>	31	<b>DBN:</b>	31R007	<b>School</b>		353100010007

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	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
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<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
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<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	2	4

<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
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# in Collaborative Team Teaching (CTT) Classes	58	59	60	Superintendent Suspensions	6	15	12
Number all others	58	70	67				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</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
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# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	28	27	12
# receiving ESL services only	11	17	TBD	Number of Educational Paraprofessionals	13	8	14
# ELLs with IEPs	1	4	TBD				

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

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				% more than 2 years teaching in this school	77.8	85.9	86.1
				% more than 5 years teaching anywhere	72.2	74.6	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	93.0	91.7
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	96.4	94.2	100.0
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Hispanic or Latino	7.2	8.1	8.8				
Asian or Native Hawaiian/Other Pacific	4.8	4.7	4.5				
White	86.2	85.3	85.5				
Male	51.5	51.1	52.9				
Female	48.5	48.9	47.1				

**2009-10 TITLE I STATUS**

	Title I	Title I	Non-Title	2007-08	2008-09	2009-10	2010-11
Years the School							

**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:**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	56.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

<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)