



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : I.S. 303 HERBERT S. EINSEBERG

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K303

PRINCIPAL: CARMEN AMADOR

EMAIL: CAMADOR@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Carmen Amador	*Principal or Designee	
Sally-ann Bongiovanni	*UFT Chapter Leader or Designee	
Elliot Wofse	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Audrey Houston	Member/CSA	
Josephine DeOrio	Member/UFT	
Lenore Pulzone	Member/UFT SLT Chairperson	
Steven Markowitz	Member/Parent	
Judi Barreca	Member/Parent	
Amaurie Lewis	Member/Parent	
Pat Perfetto	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be a 5% increase in the number of Students with Disabilities and English Language Learner subgroups who show individual student improvement, as measured by a variety of assessments, including the 2013 NYS ELA exam, Acuity exams, teacher-generated culminating tasks for each unit and coursework.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three – year trend analysis of student performance data on state assessments, it was determined that there were disproportionately high percentages of students in the SWD and LEP subgroups who performed at levels 1 and 2 on the NYS English Language Arts standardized assessment due to the lack of individual student improvement as compared to all the other subgroups. . As a result, we have made progress for our LEP and SWD subgroups a priority goal for the 2012 – 2013 school year. An increase in individual student improvement will consequently reduce the number of SWD and LEP subgroups performing at levels 1 and 2 as these individual gains will move 5% of these students from levels 1 and 2 to levels 2 and 3.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Professional Development:** PD will be given on the following topics: utilizing benchmark assessments (teacher generated, Acuity generated and department generated tasks) to monitor and revise curriculum; the implementation of the WEX program to promote stamina in writing and the implementation of Stop and Jot strategies to promote stamina in reading during early morning tutoring for small group instruction; use of standards based rubrics to provide specific feedback to students regarding their work; aligning tasks and rubrics to the CCLS and the triangulation of rubric, task and feedback; use of student data to plan and set goals; further development, via inquiry, in the utilization of case studies to share best practices and incorporate these best practices into

differentiated lesson planning.

- **Target Population(s):** Teachers servicing SWDs and ELLs and students in the LEP and SWD subgroups.
- **Responsible Staff Members:** Principal, Assistant Principal for ELLs and SWD, Literacy Coach, Staff Developers (internal and external, including support from Network Curriculum Specialists), Data Specialist and Classroom Teachers.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #2

- **Development of Teacher Resource Center:** A teacher resource center will be further developed with professional books, and use of computers, so that literacy and math coaches as well as classroom teachers will have a designated location to collaborate during common planning periods and receive further training in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs and SWDs who are at risk students. Activities carried out in the resource center will include common planning for both ELA and math, monitoring student progress, reviewing student work as produced as a result of the triangulation of the rubric, task and feedback; setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow – up activities. Responsible staff members will facilitate discussions of the students’ progress and strategies for improved student outcomes, including Levels 1 – 4 students.
- **Target Populations(s):** Literacy and Math Coaches and Teams of ELA and Math Teachers, including those working with ELLs and SWDs and former ELLs not making acceptable gains.
- **Responsible Staff Members:** Assistant Principal of ELLs and SWDs, Coaches, Data Specialist, and Classroom Teachers.
- **Implementation Timeline:** September 2012 through June 2013.

Steps for Including Teachers in the Decision – Making Process

- Teachers will meet in grade – level and cross-functional teams to review student data gathered from teacher generated assessments, Acuity generated assessments and department-generated tasks. Data for ELL and SWD students will be compared to the All Student Subgroup and will be used to scaffold instruction for ELL and SWD students to close the achievement gap and to plan differentiated instruction for all students.
- Staff determined that a 2% increase in student performance based on teacher generated assessments, Acuity-generated assessments and department generated tasks would be the interim benchmark used by teacher teams to measure the effectiveness of the activity / strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction as needed.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
- The required annual Title I parent meeting will take place by October 31, 2012.

- Parents will be trained on how to use the ARIS Parent Link.
- The Parent Coordinator and other staff (e.g. teachers, APs and / or coaches) host regularly scheduled meetings and will articulate with the web master to update and share share information and respond to parent questions and inquiries.
- The PTA and members from the School Leadership Team will host ELA and Math workshops and information with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The payroll secretary will work closely with the network HR point to ensure that non – HQT meet all required documentation and assessment deadlines.
- Mentors will be assigned to support newer teachers, struggling teachers and non – HQT teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All SWDs and ELLs will participate in one of the literacy – based programs, such as WEX, Wilson, Orton Gillingham that have been established as part of the overall instructional program.
- 21st Century Grant provides engaging and challenging enrichment opportunities to all students after school to encourage creativity, critical thinking and socialization.
- Early morning tutoring services will be provided to those at – risk SWD and ELLS, which include small group instruction.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds Title III funds to implement this action plan from September 2012 through June 2013 as indicated below:

Professional Development and professional conferences for teachers will be supported by Title I SINI money, Tax Levy funds and Title I funds.

The Literacy coach and teachers with additional language arts periods are funded by Contact for Excellence.

Native Language libraries have been purchased with Title III funds to address the needs of beginning and intermediate ELLS and ELLs that are SWDs.

- Supervisor per session (2 days per week afterschool) Title III
- Teacher per session (2 days per week afterschool) Title III
- Supplemental instructional materials to support ESL and SWD curriculum development during the regular school day (Title III)
- Supplemental consumable materials for use during extended day programs (Title III)
- Professional development for teachers of SWDs and ELLs (Title III)
- September 2012 – September 2013

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 75% of all students will produce grade appropriate responses to text-dependent questions in which the development, organization and style are appropriate to task, purpose and audience, as measured by DOE Performance Tasks, including draft pieces and final published student writing samples.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Upon reviewing data from informal and formal teacher observations for the 2011-2012 school year, it has become clear that there exists a need to improve teacher questioning techniques (i.e. incorporate differentiated, text-dependent questions) to further challenge our students to ensure that all students are performing at the CCLS grade appropriate level. After reviewing student work during Inquiry Team meetings and / or common planning sessions, teachers identified the need to increase the rigor assigned in tasks as evidenced by the students completed tasks.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Professional Development:** PD will be given on the following topics: development of triangulated tasks, rubrics and feedback to assess student work that is aligned with the CCLS; lesson – planning and curriculum development to effectively support the CCLS; strategies, such as questioning techniques to increase rigor in the ELA classroom; and how to effectively establish and monitor student goals and differentiated instruction.
- **Target Population(s):** ELA teachers, including teachers servicing SWDs and ELLs and all students in ELA including students in the LEP and SWD subgroups.
- **Responsible Staff Members:** Principal, Assistant Principal for ELA, Literacy Coach, Staff Developers (internal and external, including support from Network Curriculum Specialists) and Classroom Teachers.

- **Implementation Timeline:** September 2012 through June 2013.

Steps for Including Teachers in the Decision – Making Process

- Teacher will collaborate to create standards – based rubrics for each performance task.
- Teachers will meet during Inquiry Team and / or ELA common planning to review student work as it relates to the question(s) and task(s) being assigned by the teacher.
- Staff determined that a 5% increase on the teacher generated performance tasks, as assessed by the coinciding rubrics, would be the interim benchmark used by teacher teams to measure the effectiveness of the questioning.
- Weekly departmental and / or Inquiry meetings

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The required annual Title I parent meeting will take place by October 31, 2012.
- The ELA coach, in conjunction with the PTA and SLT, will host a parent workshop to familiarize parents with the CCLS and Performance Tasks, as well as strategies to improve students' ability to write effective responses. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Teachers will assign writing tasks, where they have the ability to respond to text-dependent questions, via web – based programs, such as *Achieve 3000*, where parents can log on and monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The payroll secretary will work closely with the network HR point to ensure that non – HQT meet all required documentation and assessment deadlines.
- Mentors will be assigned to support newer teachers, struggling teachers and non – HQT teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- All SWDs and ELLs will participate in one of the literacy – based programs, such as WEX, Wilson, Orton Gillingham that have been established as part of the overall instructional program.
- 21st Century Grant provides engaging and challenging enrichment opportunities to all students after school to encourage creativity, critical thinking and socialization.
- Early morning tutoring services will be provided to those at – risk SWD and ELLS, which include small group instruction.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds Title III funds to implement this action plan from September 2012 through June 2013 as indicated below:

Professional Development and professional conferences for teachers will be supported by Title I SINI money, Tax Levy funds and Title I funds.

The Literacy coach and teachers with additional language arts periods are funded by Contact for Excellence.

Native Language libraries have been purchased with Title III funds to address the needs of beginning and intermediate ELLS and ELLs that are SWDs.

- Supplemental consumable materials for use during extended day programs (Title III)
- Professional development for teachers of SWDs and ELLs (Title III)
- September 2012 – September 2013

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 99% of all ELA teachers will create and utilize standards – based ELA lessons that are aligned with the College and Career Readiness Anchor Standards for Reading as evidenced by informal and formal observations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Upon reviewing data from informal and formal teacher observations for the 2011-2012 school year, it has become clear that there exists a need to improve teacher questioning techniques (i.e. incorporate differentiated, text-dependent questions) to further challenge our students to ensure that all students are performing at the CCLS grade appropriate level. After reviewing student work, ELA curriculum and Performance Tasks and rubrics during Inquiry Team meetings and / or common planning sessions, teachers identified the need to increase rigor during daily ELA instruction and streamline instruction so that *all* ELA lessons and assessments are aligned with the Common Core Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Professional Development:** PD will be given on the following topics: Creating CCLS based units of student benchmarked by teacher generated, scaffolded performance tasks, Danielson Framework to improve teacher effectiveness, curriculum mapping, aligning instruction with the Common Core Standards, methods to effectively evaluate and monitor student progress and the development of rubrics to assess student work.
- **Target Population(s):** ELA teachers, including teachers servicing SWDs and ELLs and all students in ELA including students in the LEP and SWD subgroups.
- **Responsible Staff Members:** Principal, Assistant Principal for ELA, Literacy Coach, Staff Developers (internal and external, including support from Network Curriculum Specialists) and Classroom Teachers.

- **Implementation Timeline:** September 2012 through June 2013.

Steps for Including Teachers in the Decision – Making Process

- Coaches and Network Curriculum Specialists will consult with teachers throughout the school year to discuss challenges and successes during the implementation of the Common Core curriculum.
- Teacher will collaborate to create standards – based lessons for each unit.
- Teachers will meet during Inquiry Team and / or ELA common planning to review student work
- Weekly departmental and / or Inquiry meetings September 2012 – June 2013.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The required annual Title I parent meeting will take place by October 31, 2012.
- The ELA coach, in conjunction with the PTA and SLT, will host a parent workshop to familiarize parents with the CCLS and Performance Tasks, as well as strategies to improve students' ability to write effective responses. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Teachers will assign writing tasks, where they have the ability to respond to text-dependent questions, via web – based programs, such as *Achieve 3000*, where parents can log on and monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

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- The payroll secretary will work closely with the network HR point to ensure that non – HQT meet all required documentation and assessment deadlines.
- Mentors will be assigned to support newer teachers, struggling teachers and non – HQT teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- All SWDs and ELLs will participate in one of the literacy – based programs, such as WEX, Wilson, Orton Gillingham that have been established as part of the overall instructional program.
- 21st Century Grant provides engaging and challenging enrichment opportunities to all students after school to encourage creativity, critical thinking and socialization.
- Early morning tutoring services will be provided to those at – risk SWD and ELLS, which include small group instruction.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds Title III funds to implement this action plan from September 2012 through June 2013 as indicated below:

Professional Development and professional conferences for teachers will be supported by Title I SINI money, Tax Levy funds and Title I funds.

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Native Language libraries have been purchased with Title III funds to address the needs of beginning and intermediate ELLS and ELLs that are SWDs.

- Supplemental consumable materials for use during extended day programs (Title III)
- Professional development for teachers of SWDs and ELLs (Title III)
- September 2012 – September 2013

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	114	114	114	114	1	2	19	N/A
7	82	82	82	82	1	1	27	N/A
8	115	115	115	115	0	2	23	N/A
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),

2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>EXTENDED DAY READING: Academic Intervention services are provided for at risk students in grades 6,7,and 8. Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. Students will attend classes in early morning, three days a week</p> <p>RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p> <p>TITLE III FUNDING: Students in our school are eligible to receive Title III services. All at – risk students who are ELLs, are encouraged to receive these free tutoring services on Tuesdays and Thursdays during the after school program, which include small group instruction in literacy.</p>
Mathematics	<p>EXTENDED DAY MATH: Academic Intervention services are provided for at risk students in grades 6,7,and 8. Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. Students will attend classes in early morning, three days a week.</p> <p>RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p>
Science	<p>EXTENDED DAY SCIENCE:</p> <p>Academic Intervention services are provided for at risk students in grades 6,7and 8. Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. Students will attend classes before school, three days a week.</p> <p>RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p>
Social Studies	<p>EXTENDED DAY SOCIAL STUDIES: Academic Intervention services are provided for at risk students in grades 6,7 and 8. Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. Students will attend classes before school, three days a week.</p>

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

INTERMEDIATE SCHOOL 303

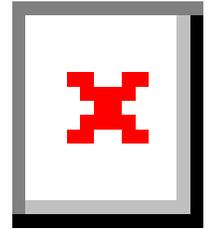
West Avenue Academy

Herbert S. Eisenberg

Carmen N. Amador, Principal

Victor Iacovano, Assistant Principal

Audrey Houston, Assistant Principal



SEPTEMBER 16, 2012

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

INTERMEDIATE SCHOOL 303

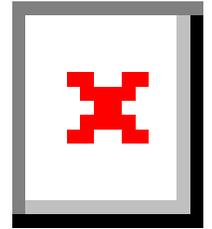
West Avenue Academy

Herbert S. Eisenberg

Carmen N. Amador, Principal

Victor Iacovano, Assistant Principal

Audrey Houston, Assistant Principal



SEPTEMBER 16, 2012

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN / 605	District 21	Borough Brooklyn	School Number 303
School Name Herbert S. Eisenberg			

B. Language Allocation Policy Team Composition [?](#)

Principal Gary Ingrassia	Assistant Principal Audrey Houston
Coach Josephine DeOrio	Coach type here
ESL Teacher Ms. Ramirez	Guidance Counselor David Fischer
Teacher/Subject Area Rosanna Barbot	Parent Traci Conyers
Teacher/Subject Area Heather Adelle	Parent Coordinator Marletta Barrow
Related Service Provider Nicole Parotta	Other type here
Network Leader Wendy Karp	Other type here

C. 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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	642	Total Number of ELLs	69	ELLs as share of total student population (%)	10.75%
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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. 

Our parent coordinator works in conjunction with the ESL Coordinator and the ESL teacher to assist in acclimating newcomers and provide out-reach to the parents of our ELLs. In addition, several staff members are included in the HLIS process, including Mrs. Houston, (ESL supervisor), Ms. Barbot (teacher), Ms. Hall (ESL teacher) and Ms. Ramirez (ESL teacher), all of who are trained pedagogues in the HLIS administration process. These staff members also assist families with the completion of the HLIS and a conduct informal interview during the process.

The intake, testing and placement processes are all included within ten days of admittance. All of the parents of students that are new to the country, New York City or the DOE are given a Home Language Survey at re-registration by a trained pedagogue, who is notified by the pupil personnel secretary. If the teacher is unavailable or a translator is needed, a mutually convenient appointment with the parent is made. The teacher and translator (if needed) complete the HLIS, in his or her native language, which is then reviewed by the trained pedagogue. If the parent selects a "language other than English" for one question on part one and two or more questions in part two, the student is scheduled a LAB_R unless the pedagogue feels the student is English dominant then an interview by the trained pedagogue is conducted. Based on the HLIS and the interview (if needed), the trained pedagogue administers the LAB-R to the student. The LAB-R is administered in a separate location under testing conditions. The various modalities which are speaking, listening, reading and writing are administered to the student during one or two days. Based on the responses, the student is placed at beginning, intermediate or advanced LEP. If the child's native language is Spanish, then the LAB exam is administered by our Spanish-speaking trained pedagogue. Once the LAB-R or LAB is scored by the trained pedagogue, either a non-entitlement or entitlement letter is given to the student while the parent coordinator simultaneously calls the parents. If the student tests into Second Language Services, the parent coordinator invites the parent to a Second Language Orientation where the parent, trained pedagogue, translator (if needed) and administrator are present. If a translator from the staff cannot be provided, translation services is contacted. Parents also participate in a parent orientation for ELL students and are shown the DVD and introduced to the three different programs that the Department of Education offers its ELL population. Parents are provided with the appropriate parent selection / survey forms and entitlement letters. These forms are usually completed during the parent meeting with the assistance of staff members and maintained on file in the ESL coordinator's office. If a parent chooses to complete the forms at home our Parent Coordinator, Marletta Barrow, will follow up with the parent to ensure that all forms are completed and maintained in our school records and in the student's cumulative file.

Students are placed in a second language program within 10 days of admittance to the school. If a parent has chosen a TBE / DL program, we note it on the parent's selection choice in ATS. If a program becomes available, the parent coordinator will reach out to the family and give them an opportunity to enroll their child in the program. However, if we do not have other options available to parents but are informed of that option in another school, our parent coordinator will also reach out to those families and inform them of the availability.

Entitlement letters are given to students to bring to their parents once the LABR is administered and scored by the trained pedagogue.

Families are informed as to whether or not students are entitled to second language services. Our parent coordinator also reaches out to every family upon the distribution of entitlement letters to notify them about the services that will be made available to their child, if eligible. Families are informed as to whether or not students are entitled to second language services. The school maintains a list of all families that have been given entitlement letters. Copies of the letters are maintained in each student's cumulative folder.

The Program Selection Forms are distributed to parents in their native language when they come up to the school for the second language orientation. At that time they are shown the Chancellor's Orientation DVD and are provided with a question / answer session following the DVD and are given a Parent Selection / Parent Survey Form.

Once a child tests into second language services, an entitlement letter is sent home with the student while the parent coordinator invites the parent to a second language orientation. At this orientation, the parent, trained pedagogue, translator, if needed and the parent are present. The Chancellor's second language orientation DVD is shown in the parent's native language. After the parent has viewed the DVD, there is a question / answer period provided. At this time, the Program Selection / Parent Survey is given to the parent in his or her native language. The trained pedagogue and translator, if necessary, are present to assist the parent if any questions arise. If a translator cannot be provided will we contact outside translator services to accommodate the families.

At our school, we currently only have an ESL program. If a parent's choice is other than ESL, we inform parents that we do not have the program they selected however we inform parents of a school where such a program exists. Our pupil personnel secretary will check with the regional office and our network to find a school that has the program that the parent has requested. If a parent does not want to go to another school to seek the program of their choice, then the student is placed in our ESL program at the appropriate level, as determined by the results of the LAB-R. However, we keep record with the ESL teacher and the pupil personnel secretary of choices other than ESL and inform the parents if a bilingual program is opening. Once the placement letters are completed, copies of made and the ESL teacher maintains a record and a copy is maintained in the student's cumulative folder.

All pedagogues that have been trained in the second language program placement process are required to maintain logs that record parents' choices for second language programs. At this point, we have not had any requests for any other second language services other than freestanding ESL classes in the past five years. However, although we do not anticipate any changes to our current second language program, we will continue to communicate with parents of our English Language Learners through surveys, workshops and parent outreach programs to monitor any changes in the desired programs within our school. Any changes in the trend of parents

To accommodate the numerous languages spoken amongst our population, our school has implemented a Freestanding English as a Second Language (ESL) pull-out program. This program is reflective of the parent choices made on the Parent Survey Selection Forms that parents complete after the mandated Orientation that parents attend which is facilitated by our schools ESL teacher, ELL liaison and parent coordinator. The trend of parent program choices since the 2001 school-year has been ESL. We currently do not have dual language or bilingual programs in our schools, as we have not had any parents choose these programs as an option. In the event that parents now or in the future will select a dual-language or bilingual program, we will take the steps to begin implementation of addition second language programs.

The Newcomer is placed in a mainstream classroom comprised mostly of ELL students at his or her level based on his or her LAB-R score. When possible the teacher pairs the student with a student native to his or her native language. The student is also offered the same services offered to SIFE students, especially if the Newcomer registers in the middle of the school year.

Our school's ESL teacher conducts the initial screening and administers the LAB-R. Ms. Hall is our licensed ESL teacher who is also fluent in Spanish. Translation services are available by our staff for translation in Italian, Turkish, Arabic, Portugese and Filipino. Our ESL teacher has been teaching ESL for at least five years and holds an ESL license.

The progress of all students in our ESL program, including those who are x-coded, is closely monitored and analyzed annually based upon their classroom performance on the New York State English as a Second Language Achievement Test (NYSESLAT). Our ESL coordinator collaborates with each ELL's classroom teachers, SETTS teacher and ESL teacher to discuss his or her progress and performance, as well as ESL placement for the upcoming school year.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In							2	2	2					6
Total	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	69	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	26
SIFE	10	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	19

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	38		3	12	4	8	19	6	15	69
Total	38	0	3	12	4	8	19	6	15	69

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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							11	6	9					26
Chinese									3					3
Russian						4	5	11						20
Bengali								3						3
Urdu						4	1	5						10
Arabic						1	2	2						5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	21	17	31	0	0	0	0	69

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our school's ESL program has six pull-out classes taught by one ESL teacher. Our ESL teacher has been teaching ESL for at least five years and holds an ESL license. The ELLs are grouped heterogenously based on their NYSESLAT scores. Groups consist of "beginning", "intermediate", "advanced" or a combination of "beginning" and "intermediate". "Beginning" and "intermediate" ELLs are serviced 378 minutes per week and "advanced" ELLs are serviced 180 minutes per week. Students are grouped by level at a ratio no larger than 15:1. For groups that are larger than 15:1 an additional pedagogue pushes in with the goupr(s) and ESL teacher. The aforementioned instructional times are the New York State-mandated ESL/ELA allotted instructional times based on student proficiency levels.

The program consists of a "block" of ESL instruction, by grade. During the first 45 minute instructional period students are grouped heterogeneously as students of all proficiency levels (beginner, intermediate and advanced) are present during the first period ESL instruction. Advanced ELLs are dismissed following the first period of instruction and beginner and intermediate students remain with the ESL teacher to receive the mandated number of minutes of ESL instruction. Teachers are currently being trained on Universal Design for Learning strategies to scaffold instruction in the different content areas, including Math, English Language Arts, Science and Social Studies.

Both the subject teachers and ESL teachers diffentiate instruction based on various forms of data, including the number or years of ELL services and reading and math levels as assessed via Achieve, Scantron, teacher - generated exams, DRA assessments and student-teacher conferences.

Differentiated instructional strategies for SIFE students and Newcomers include acting out scenarios, sequence writing and occupational skills including cutting and pasting to create story sequences. In addition, SIFE and Newcomers are part of a "buddy system" where the SIFE student or Newcomer is paired with a students (preferably) with same native language that can help the student adjust to the procedures, scheduling and classwork. The differentiation for these students, which is most predominant during students' work periods, also includes an increased focus on phonemic awaremess, letter names and sounds, demonstrations and hands on activities.

Differentiation for ELLs receiving four to six years of service includes activating prior knowledege, allowing students to work with less teacher direction where the work period is more student-centered and constructivist in nature. Students have the opportunity to view presentations via smartboard, utilize computers and other manipulatives. Articulation with the Language Arts teachers allows for students

A. Programming and Scheduling Information

to read texts at their respective guided reading levels and focus in on the writing skills that particular students are in need of improving.

Instruction for long-term ELLs focuses on test-taking strategies in additions to focusing on the specific skills pertaining the to the different NYSESLAT modalities that students may be deficient in. Some of the strategies utilized are effective note taking, pre-reading, the use of dictionaries to support definitions derived from inferencing skills and visualizes the text.

Teachers are currently being trained on Universal Design for Learning strategies to scaffold instruction in the different content areas, including Math, English Language Arts, Science and Social Studies. The ESL teacher is able to utilize texts at individual student levels due to the articulation between the special teacher and the ESL teacher.

ELL-SWDs receive all services mandated as per their IEPs through individualized programs that are created for students. Facilitated by an administrator, the SAT and PPC teams collaborate with the special needs teacher to create a program where related services, including ESL services can be provided to each student with minimal disruption to the regular class program.

All ELLs have access to a variety of genre through a school library and leveled classroom libraries. Students and teachers regularly practice the “Seven Habits of Good Readers”. In addition to books rich in text, the ESL libraries have a multitude of picture books in different genre including picture books in the different content areas. English As A Second Language Literary Instructional Guide (Grades 6 – 8) is the teacher guide used by the ESL teachers. This guide provides teachers with scripted lessons that serve as a springboard for the collaborative planning sessions shared between the two teachers. The ESL teachers work collaboratively to plan lessons that use authentic reading materials to spark the writing process. Writing is based on reading materials; for example many collaborative lessons focus on memoir writing that grow out of read alouds.

ELLs are placed in mainstream classrooms that consist of ELL students (grouped by NYSESLAT scores), English Proficient students and a common branch teacher. In addition to articulating with the ESL teacher, the classroom teacher (literacy teacher) utilizes many ESL methodologies in the mainstream classroom. The classroom teacher maintains a leveled classroom library rich in picture books in various genre, easy novels, and content area picture books. Classrooms (mainstream and ESL) contain word-walls and labels for every day materials in order to immerse the ELL student in the English language.

Our Assistant Principal facilitates articulation between the ESL teacher and the sixth, seventh and eighth grade literacy teachers regularly. Articulation focuses on curriculum and pacing in various content areas and reinforcing reading and writing skills for the week. The ESL teacher focuses on the same skill as the literacy teacher but teaches the skills at different levels for purposes of differentiated instruction. Many of our ELL students practice the respective skill through elementary skill packets that are picture based. Teachers also articulate common practices in the classroom such as the workshop model where academic rigor is made accessible in the ESL and mainstream classroom. The articulation and collaboration between literacy and ESL teachers provides for improved English language development and assists the ESL teacher in providing content area instruction to ELLs.

ELLs are given access to native language libraries, when available, and leveled libraries that match their performance and reading levels. Books on tape are also available to ELLs. In addition, translation dictionaries and glossaries are available during all instructional periods, including content area instruction.

Our school recently renewed our service contract with a FAMIS vendor, Achieve 3000. This software program is an integral part of our ELA curriculum and is enormously helpful in differentiating instruction for all students, particularly ELLs. The use of this program enables ELA teachers to deliver individualized instruction to students as texts are automatically modified to reflect each student’s reading level so all students may participate in classroom assignments about the same text on his or her own level. Students are able to participate in assignments both in class and at home via the internet.

In addition, the classroom teacher pushes into the ELL classroom when available. Whenever possible, this collaborative teaching approach is embedded into the program when the classroom teacher is involved in lesson planning with the ELL teacher. In this way articulation

A. Programming and Scheduling Information

between the two is optimal and serves to enhance the learning in both the subjects and the ELL classroom.

Students with Interrupted Formal Education (SIFE) require special attention. Our school provides these students with extended individualized attention through after school programs in order to bridge the gap of instructional time lost. The ESL classes conducted after school meet two times per week. The sessions last approximately two hours and students are instructed in small homogeneous settings. The three classes consist of beginning, intermediate and advanced ELL learners. These after-school sessions focus on language skills, reading and writing skills and mathematics.

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

Targeted intervention programs for ELLs identified as students with disabilities as well as for ELLs in ELA, math and other content areas include:

- 37 ½ minutes of extended instruction 4x/week
- At-risk SETTS services
- Counseling
- Summer enrichment program
- Title I & Title III after – school and Saturday programs

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

Title I and Title III programs are available to all ELLs, regardless of performance level. Title III programs take place after school on Tuesdays and Thursdays and Saturday mornings. Title III instruction focuses primarily on re-enforcing basic literacy and computational skills that are necessary for ELLs to be successful in a mainstream classroom.

Parents of incoming students are invited to attend a parent orientation. All parents are given lists of books to read based on reading levels. Summer literacy and math packets are distributed to all students in all grades. These packets are designed to re-enforce literacy and math skills and encourage parent-student interaction. These review books are also available in Spanish.

Our school does not currently anticipate any changes to our ESL program at this time.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

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

The program consists of a "block" of ESL instruction, by grade. During the first 45 minute instructional period students are grouped heterogeneously as students of all proficiency levels (beginner, intermediate and advanced) are present during the first period ESL instruction. Advanced ELLs are dismissed following the first period of instruction and beginner and intermediate students remain with the ESL teacher to receive the mandated number of minutes of ESL instruction.

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Targeted intervention programs for ELLs identified as students with disabilities as well as for ELLs in ELA, math and other content areas include:

- 37 ½ minutes of extended instruction 3x/week
- SETTS services
- Counseling
- Summer enrichment program
- Title I & Title III after – school and Saturday programs

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Our school does not currently anticipate any changes to our ESL program at this time.

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.

Intensive professional development has been provided for all teachers who service ELL students, as well as Assistant principals, content area teachers, paraprofessionals and providers of related services. Both the classroom teacher and pull-out ESL teacher have received training in Balanced Literacy, best ESL strategies, and incorporating these practices and strategies into the ESL and mainstream classrooms.

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

All staff members participate in a minimum of 7.5 hours of ELL training. These training sessions take place during chancellor's professional development days, including the day before the start of school and the Chancellor's professional development day on Election day and / or in June. Records of these training sessions, including agendas and sign – in sheets are maintained on file in the ESL coordinator office as well as in the principal's files.

E. Parental Involvement

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

Parents are strongly encouraged to be active participants in their child's education. Parent surveys are distributed to receive feedback about the types of workshops and / or services parents believe would help them become a partner in the educational process. Parent workshops are conducted bi-monthly based on parent feedback. Translation services are provided as needed.

I.S. 303 is currently the recipient of a 21st Century grant. This grant provides enrichment opportunities for all students through an interactive hands – on after – school program. Parent workshops are provided by the grant provider at PTA meetings.

Our school recently purchased a service contract with a web – based company, Edline. Through Edline, we are able to provide an interactive informative school website where parents can have access to their child's daily homework and classwork calendar, test scores, attendance, etc. This website has a translation feature that allows the entire website and its content to instantly be translated to over 50 languages.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	1	5					8
Intermediate(I)							6	4	16					26
Advanced (A)							14	10	10					34
Total	0	0	0	0	0	0	22	15	31	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	1	2				
	I							3	1	2				
	A							13	10	17				
	P								14	39				
READING/ WRITING	B							1	1	6				
	I							3	5	23				
	A							13	10	12				
	P								10	20				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	7	0	0	19
7	5	3	1	0	9
8	8	10	0	0	18
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	5	1	13	1	2	0	0	0	22
7	0	0	9	2	4	2			17
8	3	1	12	1	14	2			33
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	7	2	6	1	1	0			17
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

Indicators of progress for our programs for our ELLs are closely monitored through focus walks, analysis of student work during planning

periods and Inquiry Team meetings and feedback from teachers, parents and students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 21k303 School Name: Herbert S. Eisenberg

Cluster: 2 Network: 605

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.

Members of the LAP review the HLIS and RHLA of newly admitted students to the USSS as well as our articulating sixth grade ELLs. The pupil personnel secretary and the ESL teacher will keep record of the languages and share with the homeroom and subject teachers of these students whose families are in need of materials in native languages.

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

The parents in need of written translation and interpretation services are predominately Urdu (63), Spanish (137) Russian(127), Arabic (9), Chinese (10). The findings are reported to the school community through articulation between the pupil personnel secretary, the parent coordinator, the ESL teacher, and the homeroom teachers during department and grade conferences.

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.

We utilize the department of education website to provide parents with native language documents when offered through the department of education. School-generated documents are translated through Google translator facilitated by both the secretary, parent coordinator and the webmaster. Parents are able to utilize Google translator on our school's website to translate important and relevant information that has been uploaded on the school website. When necessary the school utilizes the services of our student Translation Team. These students receive Arista / Archon credits for serving as translators when needed by the secretary and / or the webmaster. Through this Translation Team, we are able to provide translation services in Spanish, Urdu, Russian, Arabic and Chinese. If necessary, outside vendors will be provided.

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.

Depending on the language, the school will provide translation services by school staff or parent volunteers when possible. In addition the school has created a Translation Team of students. These students receive Arista / Archon credits for serving as translators when needed by staff. Through this Translation Team, we are able to provide oral translation services in Spanish, Urdu, Russian, Arabic, Creole and Chinese. If necessary, outside vendors will be provided. Through this Translation Team, we are able to provide translation services in Spanish, Urdu, Russian, Arabic, Creole and Chinese. The staff, members of the translation team or outside provider will facilitate translation services by attending conferences and meetings when necessary.

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>.

In the beginning of the school year, we provide parents with written notification, in their native languages, of their rights regarding translation and interpretation services. Our Parent Coordinator, along with our PTA President, will work to ensure that letters are distributed to all parents, available in the primary languages spoken by parents of students at our school, informing them of their rights to translation and interpretation services and methods of receiving these services. These rights are also posted in the school, on the parent bulletin board located in the main lobby, the parent information board posted in the main office and in the guidance and parent coordinator offices. Our school safety plan explains the procedures in which the school safety officer, at the school's entrance, will adhere to in order to ensure the parents' needs of language access services are met and they are not prevented from reaching the school's administration. Any languages that we don't have covered and we cannot through our translation services described above shall be obtained from the Translation and Interpretation unit or translated via an outside vendor.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: I.S. 303 Herbert S. Eisenberg	DBN: 21K303
Cluster Leader:	Network Leader: Wendy Karp
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<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
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The performance of English Language Learners on the NYS ELA is of particular concern at our school, as students in this subgroup failed to make AYP as measured by the NYS Accountability Report for the 2010 - 2011 school year. According to the most recent data released by the NYC DOE, our ELLs have made progress, however we would like to continue to support our ELL students with focused instruction after school that will enable them to utilize native language materials and educational software to further engage our students. Therefore, I.S. 303 will provide additional instruction to ESL students during after-school sessions on Tuesdays and Thursdays (3:00pm - 5:00pm) beginning in November and ending in May. The program will run for 43 weeks. There will be two groups of 20-25 students in grades six through eight. ESL students in grades 6, 7 and 8 will be taught in a small group setting on these days by a licensed ESL teacher and a licensed content area teacher. The teachers will alternate between groups of students so that each student receives content area and ESL instruction. Instruction will be delivered to these students in the English language using ESL teaching strategies. The primary focus of this program will be to increase the literacy and language skills of English Language Learners using native language libraries, role -- playing techniques, cooperative learning activities, small group instruction and the integration of technology. The program will run through May 2013. One supervisor will oversee the program to ensure quality instruction and safety.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The ESL and content area teachers will receive PD on curriculum planning and pacing, utilizing test preparation materials and working on the skills embedded in the tasks that students are completed during the school day. Vicki Delgato for Attanasio and Associates will present to the ESL teacher and content area teachers on maximizing the use of native language libraries for ELLs and FELLs in addition to implementing NYSESLAT test preparation skills in the curriculum. On January 30th, 2012, the ESL and content area teacher, along with the Title III supervisor will attend the workshop entitled, "Strengthening Common Core Competencies for ELLs" hosted by Dr. Kate Cinsella. On the last Friday of every month, the ESL and content area teacher, facilitated by the ELL supervisor, will view the online video series on "Implementing a Successful RTI model with English Language Learners". On January 18, 2013, the ESL teacher and principal will attend a BOCES conference focusing, "Teaching Literacy Using ESL Strategies". The teachers will receive professional development during grade and / or department conferences and planning periods. Ms. Adelle, our literacy specialist / literacy coach will provide teachers with ESL

Part C: Professional Development

Professional Development. Ms. Adelle will attend several network meetings from our network, CFN 605. Ms. Adelle will also work closely with network team members during school visits to discuss effective teaching strategies for English Language Learners. Coaches and Assistant Principals will provide weekly professional development to Ms. Ramirez, our licensed ESL teacher who will also teach students in this program. Ms. Ramirez will be encouraged to attend weekly ELA common planning periods and after school workshops. Topics that will be covered during professional development include the integration of technology in the ESL classroom, differentiated instruction, implementation of the CCLS and building phonemic awareness.

(*Please list months, titles and presenter of all PD offered - a tentative schedule.)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are strongly encouraged to be active participants in their child's education. Parent surveys are distributed to receive feedback about the types of workshops and / or services parents believe would help them become a partner in the educational process. Parent workshops are conducted bi-monthly based on parent feedback. Translation services are provided as needed. Ms. Carmen Amador will present various topics on "Supporting Your Child in the Process in Second Language Acquisition" bi-monthly during PTA meetings, beginning on our December 12, 2012 PTA meeting. Parents will also be offered workshops sponsored and hosted by Leadership Academy on the topics of Bullying, Internet Safety and Helping Your Child With Homework. In Addition, parents are offered the opportunity to attend ESL classes for adults, taught by the ESL teacher, every Thursday beginning November 29, 2012.

(*Please list months, titles and presenter of all Parent workshops offered - a tentative schedule.)

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		