



**HERBERT S. EISENBERG
I.S. 303K**

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (21/ K/ 303)

ADDRESS: 501 WEST AVENUE, BROOKLYN, NY 11224

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I.S. 303K **SCHOOL NAME:** Herbert E. Eisenberg

DISTRICT: 21 **SSO NAME/NETWORK #:** ICI LSO

SCHOOL ADDRESS: 501 West Avenue, Brooklyn, NY 11224

SCHOOL TELEPHONE: (718) 996-0100 **FAX:** (718) 996-0100

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Lenore Pulzone</u>
PRINCIPAL	<u>Gary Ingrassia</u>
UFT CHAPTER LEADER	<u>Edward Opper</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Danae Anderson</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u></u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Richard D'Auria</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Gary Ingrassia	*Principal or Designee	
Edward Opper	*UFT Chapter Chairperson or Designee	
Danae Henderson	*PA/PTA President	
Lenore Pulzone	SLT Chairperson	
Audrey Houston	Assistant Principal/Financial Liaison	
Josephine DeOrio	Math Coach	
Marylou Consolo	Parent	
Marie Crooks	Parent	
Josephine Scala	Parent	
Johnny Yuen	Parent	

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

I.S. 303 exists to benefit our entire student population, and thereby the members of our community. The staff and parents of our school are committed to providing the best possible education for all of our students, meeting their individual needs so that they can succeed to the best of their abilities. We are committed to helping our students to fully realize their skills and talents and to make use of them and their community and in the city, state and the world beyond. Our students have always gone on to make us proud and we are committed to seeing that this continues. It is our firm belief that all students can reach their full academic and social potential with the support of school and family to form one working, cohesive unit.

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

I.S. 303 is located in the center of a multicultural community, and is situated on the border of Brighton Beach and Coney Island. Our students are a reflection of varied nations and speak many different languages. All of our students bring with them their individual strengths and their cultural diversity, while at the same time learning from the variety of students around them.

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

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

I.S. 303 also offers a variety of instructional programs designed to support student achievement, ranging from Academic Intervention Services (AIS) for at – risk students to enrichment opportunities for our SIGMA and Gifted and Talented population.

Academic Intervention Services include:

- Extended day reading and math
- Funded mathematics
- Guidance services
- Title III programs for ESL students

Enrichment programs include:

- Innovative dance program which will soon include ballroom dancing
- Student – generated school newspaper and a student – operated printing press under the guidance of our creative writing teacher
- Law Court under the instruction of a practicing attorney and educator
- Cutting edge digital photography program
- Chorus program
- Arista / Archon for 7th and 8th grade students

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	I.S. 303 Herbert S. Eisenberg						
District:	21	DBN:	21K303	School BEDS Code:	332100010303		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08
Pre-K	0	0	0		92.1	92.1	92.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Mobility - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2005-06	2006-07	2007-08
Grade 3	0	0	0		95.2	96.3	95.7
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 6	310	219	261		70.9	64.1	64.1
Grade 7	355	311	216	Students in Temporary Housing - Total Number:			
Grade 8	376	365	303	(As of June 30)	2005-06	2006-07	2007-08
Grade 9	0	0	0		3	2	2
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 12	0	0	0		24	31	22
Ungraded	0	0	2	Special Education Enrollment:			
Total	1041	895	782	(As of October 31)	2005-06	2006-07	2007-08
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained Classes	19	22	23	Principal Suspensions	12	9	2
# in Collaborative Team Teaching (CTT) Classes	25	19	8	Superintendent Suspensions	12	18	10
Number all others	49	39	40	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(As of October 31)	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
# receiving ESL services only	88	66	63	Number of Teachers	66	59	58

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	3	5	Number of Administrators and Other Professionals	13	11	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	TBD	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	2	4	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.8	81.4	89.7
				% more than 5 years teaching anywhere	56.1	55.9	58.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	74.0	85.0	86.0
(As of October 31)	2005-06	2006-07	2007-08	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.3	81.5	92.1
American Indian or Alaska Native	0.1	0.1	0.1				
Black or African American	16.0	17.3	18.2				
Hispanic or Latino	26.5	26.0	24.7				
Asian or Native Hawaiian/Other Pacific Isl.	14.1	12.1	16.0				
White	43.3	44.5	41.0				
Male	50.9	49.2	45.6				
Female	49.1	50.8	54.4				
2008-09 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
√	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	PFR			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	8	6			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade:	A	Overall Evaluation:	W
Overall Score:	78.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	9.9	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	22.2	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	38.2		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	8.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding

* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT			
School Name:			
District:	DBN #:	School BEDS Code #:	

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K									
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3									
Grade 4				Eligible for Free Lunch:					
Grade 5				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 6									
Grade 7				Students in Temporary Housing:					
Grade 8				(Total Number as of June 30)	2006	2007	2008		
Grade 9									
Grade 10				Recent Immigrants:					
Grade 11				(Total Number as of October 31)	2006	2007	2008		
Grade 12									
Ungraded Elementary				Special Education Enrollment:					
Ungraded Secondary				(October 31)	2006	2007	2008		
Total									
				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only							
# ELLs with IEPs				Number of Staff: (As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

2008-09 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>				If yes, area(s) of SURR identification:				
Overall NCLB/SED Accountability Status (2007-08):				<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1			
<input type="checkbox"/>	School in Need of Improvement (SINI) – Year 2			<input type="checkbox"/>	NCLB Corrective Action – Year 1		<input type="checkbox"/>	NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructured – Year ____			<input type="checkbox"/>	School Requiring Academic			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Progress (SRAP) – Year ____			
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	
	Math:			Math:	
	Science:			Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08	Quality Review Results – 2007-08
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 30% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 55% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>	

Section IV: Needs Assessment

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

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

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

A review of Spring 2008 standardized assessments indicates that approximately 68% of the students are performing above the State Standard (Level 3) in English Language Arts, which is an increase of approximately 7% from the previous year. According to NYCDOE data, 87.8% of all students are performing above the State Standard (Level 3) in math. As a result of a comprehensive needs assessment, which includes an analysis of related data and observations, the Annual School Report Card, the NYS Accountability Status Report, NY Start data analysis, Inquiry Team data analysis, focus walks and parent and teacher surveys, our school has identified that area in need of improvement are Students with Disabilities for ELA.

The academic performance of special education students is of particular concern, as this group represents a disproportionately high percentage of students performing at Levels 1 and 2 in reading.

Students with Special Needs

An analysis of available data for the 2008 English Language Arts exam for this subgroup indicates the following

- 30% of Students with Disabilities in all grades achieved a performance level of 3 or higher on the NYS ELA exam. This is an increase of approximately 18% from the previous school year.

An analysis of the 2007 NYS Accountability Report indicates the following:

- 12.3% of Students with Disabilities in all grades achieved a performance level of 3 or higher on the NYS ELA exam
- While 72% of general education students in the sixth grade achieved a level 3 or higher on the NYS ELA, only 13% of special education students achieved the same levels.
- 4% of self – contained special education students in the sixth grade achieved a level 3 or higher on the NYS ELA exam in all grades.
- 72% of CTT students in all grades achieved a level 2 on the NYS ELA exam, while 25% of students in the same category achieved a level 3 or higher.
- 70% of SETTS students in all grades achieved a level 2 on the NYS ELA exam, while 26% of students in the same category achieved a level 3 or higher.

The overall results indicate a positive trend in the performance of all grade 8 tested students, including the disaggregated results for special education students and English Language Learners. However, while growth has been significant, I.S. 303 has failed to make AYP with regards to the performance of our Special Education students in English Language Arts:

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

- I.S. 303 will create a Mainstreaming Committee to evaluate the needs, performance and progress of special education students and evaluate the effectiveness of their placement. This committee will serve as a sub-committee of the Pupil Personnel Team. The primary goal of this committee will be to further enable special education students opportunities to gain access to the general education curricula.
- I.S. 303 will departmentalize self – contained special education classes to support student achievement in the content areas. Specifically, appropriately licensed pedagogues will push – in to self –

contained special education classes to supplement the instruction provided by the special education teacher and provide students with a collaborative high-quality lesson.

- The expansion of the Wilson Language Program. This is a research based program which will support the needs of students with disabilities.
- Expand professional development and training for teachers of students with disabilities
- Provide outreach opportunities for parents of students with disabilities in coordination with special education staff

The implications are as follows:

- Teachers will be better able to meet the instructional needs of students with disabilities as they will be able to implement more effective teaching strategies.
- The effective implementation of research – based programs will help meet the needs of students with disabilities
- *Thinking Maps* will foster increased organizational skills in students and provide students the opportunity to develop good self regulation and self management repertoires.
- Focused professional development will ensure better teaching practices
- Increased communication between teachers and parents can provide additional academic and emotional support to all students.

NCLB Sanctions

The overview of the proposed NCLB restructuring option is option 3: Dramatic Change in School Structure/Organization.

I.S. 303 recently underwent dramatic organizational restructuring as the school formally restructured beginning the 2005 – 2006 school year. I.S. 303 created three smaller – learning communities, or houses, organized horizontally by grade. Each house employed project – infused instructional strategies which provided support for vertical unifying strands. The unifying strands served under the umbrella of one large theme which focused on cultural contributions and legacies of various societies in history.

The Arts were a major component infused into the curriculum throughout content areas. An art teacher pushed – in to classrooms to support the creation of various theme – related projects. Students became able to make cross – curricula connections, thus enhancing student engagement, understanding and knowledge.

Additionally, prior to the previously – mentioned Restructuring Plan, I.S. 303 also took a proactive approach to addressing the needs of their students as self – contained classes on the 6th and 7th grades. The self – contained model has allowed teachers to identify and address the individualized instructional needs of all our students as teachers are better able to establish a more effective working relationship with students. Using this model, teachers are better able to focus on smaller groups of students and more effectively utilize strategies such as one on one conferencing to provide differentiated instruction.

Research suggests that a longitudinal study must exist to accurately evaluate the effectiveness of instructional programs over three to five years of implementation. Therefore, while I.S. 303 has acknowledged the success of the recent initiatives that have been implemented, and the school has observed a positive trend in overall student performance in both English Language Arts and Mathematics, the school must address the disproportionate amount of Student with Disabilities who have achieved performance targets as identified by the New York State Department of Education in English Language Arts.

As a result, I.S. 303 will take a dramatic approach to the implementation of instruction and services provided to Students with Disabilities with regards to English Language Arts. The creation of a Mainstreaming Committee will address those students who might benefit from greater exposure to the general education setting. This is an essential service that will further enable members of our Pupil Personnel Team to evaluate the needs and progress our individual students who maintain an IEP.

The expansion of the Wilson Language Program will continue to address issues of phonemic awareness, encoding, decoding and fluency.

The departmentalization of special education classes will further reduce the student to teacher ratio and will provide students with greater subject – intensive instruction. All teachers of students with disabilities will be required to maintain written records of standards – based performance indicators of their students in their Teacher Assessment Notebooks.

Region 7's Director of School Improvement and ICI Network Leaders will provide technical assistance and support to the school community in meeting the plan's objectives and goals. Intensive professional development will be ongoing throughout the school year. Common planning periods have been identified for all grades, thus enabling staff members to receive guidance, support and instruction from our literacy and math coaches about proper implementation of teaching strategies. Teachers have been provided with at least one common planning period per week to allow for consultation and collaboration amongst staff members to discuss various instructional strategies.

Targeted Population – Students with Disabilities English Language Arts

As a result of a comprehensive needs assessment, organization and planning, curriculum and instruction, and parental involvement have been identified as instructional and pedagogical priorities.

Professional Development

The Wilson Language Program will provide ongoing training to those teachers that have been selected to participate in the program.

Integrated Curriculum and Instruction Learning Support Organization (ICI LSO) will offer a course catalogue featuring professional learning institutes for twenty – first century principals and schools.

Management and Organization

Appropriately licensed pedagogues will push – in to self contained special education classes to provide students with in – depth instruction in content areas to supplement and support student learning.

Region 7 Director of School Improvement will work collaboratively with the existing principal to monitor and support the implementation of the instructional program and professional development.

Increased supervision of the quality of instruction

Teachers of Students with Disabilities will be required to maintain standards – based performance indicators for each student in their Teacher Assessment Notebooks.

1. The principal, Assistant Principals, Coaches and Inquiry Team members will analyze student work and portfolios to help support focused instruction for all students.

Curriculum and Instruction

1. Identified teachers will participate in the Wilson Reading System, 3 day overview training this coming summer of 2005. The Wilson language program is a research based multi-sensory language program that teaches students to encode and decode fluently and accurately. In order for our students with disabilities to achieve in mathematics, they must become literate as readers. The Wilson Reading Program will provide special education and “at-risk” students with the tools that they need to encode, decode, read and comprehend, critical analysis, technical writing and the structural language of mathematics. Children can effectively decode and comprehend word problems. The automaticity and systematic approach in Wilson offers our students with disabilities the tools that they need to ensure success.

➤ Strategic Use of Performance Data

Structured process for analyzing data and using it to plan future instruction.

Means of Evaluation:

- Reflects formative and summative evaluation (infusion testing)
- Include multiple methods of evaluation
- Evidence of monitoring for implementation and improvement are provided
- Evaluations are comprehensive and appropriate for the strategy / action

Parental Involvement

Continue to emphasize parent outreach with student – progress updates, a parent information center and efforts to integrate some social services into the building.

Monitored Interventions

The administration in conjunction with ICI LSO network staff, and members of the School Leadership Team and the Data Inquiry Team will work together to establish clear expectations for all staff members involved in the restructuring process. We will also utilize annual Quality Review conducted by New York

City Department of Education. The Quality Review is a thorough assessment of the progress the school has made and the effectiveness of current initiatives.

The administration and principal's cabinet will conduct monthly focus walks to gather information that will allow us to focus on observable changes in classroom practices and school wide procedures. During these walks staff members will observe classroom organization and grouping, evidence of the use of rubrics to assess student work, working standardized portfolios, and evidence of a print – rich environment. Based on data collected during these walks, team members will be able to assess teacher familiarity with content and teaching strategies, student understanding of classroom instruction, the deliverance of clear expectations to students, and evidence of rituals and routines established in the classroom. In addition, the administration will be collect data from teachers, students, and parents. Teachers will maintain working portfolios to assess aspects of restructuring that have proven effective in addition to those implementation steps that propose a more difficult transition. Students will also be given the opportunity to conference with teachers to offer the insight of their perspective of the implementation process. Parents will be able to provide their assessment of the school's implementation of recent initiatives through parental surveys. They will also have the forum of the Parent Teacher Association (PTA) meetings which will allow them to voice any accolades or concerns they may have with the restructuring process carried out by our school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

SMART Goal #1:

By June 2009 at least 50% of all students will make one year of progress in English Language Arts as measured by the New York State ELA examination.

I.S. 303 will support the academic achievement of all students in English Language Arts. Administrators, coaches, teachers and paras will support student achievement to ensure that all students continue to increase their knowledge base in English Language Arts using various research – based teaching strategies, Individual student assessments (i.e. portfolios, conferences) and best practices in the classroom.

SMART Goal # 2:

I.S. 303 will strive to meet or exceed the Safe Harbor target as identified on the New York State Accountability Status Report by June 2009.

I.S. 303 will support the academic achievement of Students with Disabilities on the New York State English Language Arts exam using differentiated instruction to address the varied needs of our students. This method of teaching will provide students of all learning styles and academic achievement levels the opportunity to increase their proficiency in all content areas, specifically English Language Arts.

SMART Goal #3:

All ELLs will show a 4% improvement in ELA performance from the previous year as measured by the NYS ELA examination by June 2009.

I.S. 303 will support the academic achievement of English Language Learners on the NYS English Language Arts exam. ESL teachers will collaborate with ELA teachers to discuss effective teaching strategies and best practices in both ESL and ELA classrooms. These strategies will lead to an incremental increase in the performance of ESL students on the NYS ELA exam.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 50% of all students will make one year of progress in English Language Arts as measured by the New York State ELA examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administrators, staff and parents will collaborate from July 2008 to June 2009 in the planning, writing and execution of an interdisciplinary curriculum that supports the academic achievement of all students in English Language Arts. The teaching strategies will emphasize the use of data to drive instruction, the implementation of differentiated instruction, ongoing assessments, teacher – student conferences, the use of technology and the maintenance of student portfolios. Parents will be invited to a literacy workshop where they will receive information that will support students' learning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable</p>	<p>Funding Sources: Tax Levy, C4E funds, Title I</p> <ul style="list-style-type: none"> • Tax levy funds will provide funding for teachers' salaries and materials to support interdisciplinary curriculum during the regular school day • C4E funds will fund 2/25 of designated ELA teachers' salaries for the provision of two additional literacy periods per week for identified classes. C4E funds will also provide funding for class – size reduction in identified classes. • Title I funds will be utilized to provide professional development for teachers and the necessary resources to provide outreach to parents.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>An improvement of at least 2% for all students on assessments provided by Achieve 3000.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p style="text-align: center;"><i>I.S. 303 will strive to meet or exceed the Safe Harbor target as identified on the New York State Accountability Status Report.</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Administrators, staff and parents will collaborate from July 2008 to June 2009 in the planning, writing and execution of an interdisciplinary curriculum that supports the academic achievement of all students in English Language Arts. The teaching strategies will emphasize the use of data to drive instruction, the implementation of differentiated instruction, ongoing assessments, teacher – student conferences, the use of technology and the maintenance of student portfolios. Parents will be invited to a literacy workshop where they will receive information that will support students' learning.</p> <p>Funding Sources: Tax Levy, C4E funds, Title I</p> <ul style="list-style-type: none"> • Tax levy funds will provide funding for teachers' salaries and materials to support interdisciplinary curriculum during the regular school day • C4E funds will fund 2/25 of designated ELA teachers' salaries for the provision of two additional literacy periods per week for identified classes. C4E funds will also provide funding for class – size reduction in identified classes. • Title I funds will be utilized to provide professional development for teachers and the necessary resources to provide outreach to parents.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>An improvement of at least 2% for all students on assessments provided by Achieve 3000.</p>

Section VI: ACTION Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All ELLs will show a 4% improvement in ELA performance from the previous year as measured by the NYS ELA examination by June 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ESL teachers will collaborate with literacy teachers and administrators in the planning, writing and execution of an interdisciplinary curriculum that supports the academic achievement of ESL students in English Language Arts. The teaching strategies will emphasize the use of data to drive instruction, the implementation of differentiated instruction, ongoing assessments, teacher – student conferences, the use of technology and the maintenance of student portfolios. Students will be encouraged to utilize native – language resources, when available. Parents will be invited to a literacy workshop where they will receive information that will support students' learning and translation services will be provided as needed.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Sources: Tax Levy, C4E funds, Title I, Title III,</p> <ul style="list-style-type: none"> • Tax levy funds will provide funding for teachers' salaries and materials to support interdisciplinary curriculum during the regular school day • C4E funds will fund 2/25 of designated ELA teachers' salaries for the provision of two additional literacy periods per week for identified classes. C4E funds will also provide funding for class – size reduction in identified classes. • Title I funds will be utilized to provide professional development for teachers and the necessary resources to provide outreach to parents. • Title III funds will be utilized to provide an extended day program to ESL students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>An improvement of at least 2% for ESL students on each of the periodic assessments given during the 2008 – 2009 school year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA # of Students Receiving AIS	Mathematics # of Students Receiving AIS	Science # of Students Receiving AIS	Social Studies # of Students Receiving AIS	At-risk Services: Guidance Counselor # of Students Receiving AIS	At-risk Services: School Psychologist # of Students Receiving AIS	At-risk Services: Social Worker # of Students Receiving AIS	At-risk Health-related Services # 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	85	85	20	15	4	0	5	0
7	125	125	20	20	2	0	7	1
8	66	66	66	66	4	0	6	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>EXTENDED DAY READING: Academic Intervention services are provided for at risk students in grades 6,7,and 8. Individual and small group instruction provides reinforcement of concepts and skills that are in need of remediation. Students will attend classes after school, three days a week</p> <p>RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p> <p>SUMMER LITERACY– The Summer Literacy Program is made available to students who do not meet promotional criteria as specified by the New York City Board of Education Promotional Policy. The program provides services to students based on individual needs and skills essential to meeting standards.</p>
Mathematics:	<p>FUNDED MATH- Academic Intervention Services are provided to students during the regular school day who either scored at or below Level 2 on the New York State Math exam or were identified by teachers. The program provides a reduced class size and increased individualized instruction for students targeted.</p> <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 reinforcement of concepts and skills that are in need of remediation. Students will attend classes after school, three days a week</p> <p>RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.</p>
Science:	<p>EXTENDED DAY SCIENCE: Academic Intervention services are provided for at risk students in grade 8. Individual and small group instruction provides reinforcement of concepts and skills that are in need of remediation. Students will attend classes before school, four 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 grade 8. Individual and small group instruction provides reinforcement of concepts and skills that are in need of remediation. Students will attend classes before school, four 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>
At-risk Services Provided by the Guidance Counselor:	<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>
At-risk Services Provided by the School Psychologist:	<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>
At-risk Services Provided by the Social Worker:	<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>
At-risk Health-related Services:	<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>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

**COMPREHENSIVE EDUCATIONAL PLAN (CEP)
2008-2009**

CEP FEEDBACK

School DBN: 21K303

March 2009

Dear Principal Ingrassia,

Once again, thank you for submitting your school's 2008-09 Comprehensive Educational Plan. The Office of School Improvement, together with the Office of English Language Learners and other central DOE offices, has completed a review of your draft plan. Please find below a summary of our suggestions for areas in need of revision.

Appendix 2: Program Delivery for English Language Learners (For All Schools)
Revisions Requested: No
Suggested Revisions (If applicable):
Part A – Language Allocation Policy (LAP)
Submitted – No revisions necessary
Part B - CR Part 154 (A-6) Bilingual/ESL Program Description
Updated CR Part 154 plan submitted – no revisions necessary.
Part C – CR Part 154 – Number of Teachers and Support Personnel for 2007-08
Submitted as required.
Part D – CR Part 154 – Sample Student Schedules
Submitted – no revisions necessary.
Part E – Title III: Language Instruction for LEP and Immigrant Students – SY' 2008-2009
Submitted – no revisions necessary.- Spending plan approved as per last year's submission.

Appendix 3: Language Translation and Interpretation
Revisions Requested: No
Suggested Revisions (If applicable):

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08:

(No more than 2 pages)

- Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

No significant changes scheduled

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

No significant changes scheduled

- Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

No significant changes scheduled

- Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

- Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

No significant changes scheduled

- Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

No significant changes scheduled

- Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)
Adangme (ADA)	Garifuna (CAB)
Afrikaans (AFR)	Georgian (KAT)
Akan (AKA)	German (GER)
Algonquin (ALQ)	Guarani (GUG)
Amharic (AMH)	Gujarati (GUJ)
Arabic (ARB)	Hausa (HAU)
Arawak (ARW)	Hebrew (HEB)
Assamese (ASM)	Hindi (HIN)
Aymara (AYC)	Hungarian (HUN)
Basque (BAQ)	Ibo (IBO)
Bemba (BEM)	Icelandic (ISL)
Bengali (BEN)	Ilocano (ILO)
Bhili (BHB)	Indonesian (IND)
Brahui (BRH)	Kabyle (KAB)
Breton (BRE)	Kamba (KAM)
Bulgarian (BUL)	Kashmiri (KAS)
Cebuan (CEB)	Konkani (KNN)
Cham (CHA)	Lao (LAO)
Czech (CES)	Latvian (LAV)
Danish (DAN)	Lithuanian (LIT)
Estonian (EST)	Macedonian (MKD)
Ewe (EWE)	Malay (MLY)

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: _____ IS 303K _____ **District** _____ 21 _____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2					2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

No significant changes scheduled

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

No significant changes scheduled

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

DRAFT – MAY 12, 2008

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$14,892.00	One supervisor for 168 hours @ \$51.35/hr = \$8,626 One teacher for 126 hours @ 49.71/hr = \$6,266
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$108.00	Paper, pens, pencils, books
Travel		
Other		
TOTAL	\$15,000.00	

LANGUAGE ALLOCATION POLICY (LAP) 2008 - 2009

SCHOOL: <u>I.S. 303 Herbert S. Eisenberg</u>	REGION/DISTRICT: <u>7 / 21</u>
SCHOOL ADDRESS: <u>501 West Avenue, Brooklyn, New York 11224</u>	
SCHOOL TELEPHONE: <u>(718) 996 - 0100</u>	FAX: <u>(718) 996 - 3785</u>
LOCAL INSTRUCTIONAL SUPERINTENDENT: <u>Richard D'Auria</u>	

LAP TEAM MEMBERS	
<u>POSITION / TITLE</u>	<u>NAME</u>
Principal	Gary Ingrassia
Assistant Principal	Audrey Houston
Teacher	Rosanna Barbot
Parent Coordinator	Marletta Barrow
Parent	Danae Henderson
Coach	Josephine DeOrio
Related Services	Patricia Longo

I.S. 303 is located in the center of a multicultural community, encompassing the neighborhoods of Coney Island and Brighton Beach. Our students are reflective of the various nations and languages spoken within their communities. All of our students bring with them individual strengths and cultural diversities, while at the same time learning from the strengths and differences of the students around them.

I.S. 303 currently houses 87 English Language Learners (ELLs). The sixth grade has forty ELL students, the seventh grade has twenty-eight ELL students and the eighth grade has nineteen ELL students.

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.

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 homogeneously based on their NYSESLAT scores. Groups consist of "beginning", "intermediate", "advanced" or a combination of "beginning" and "intermediate". "Beginning" and "intermediate" ELLs are serviced 378 minutes per week and "advanced" ELLs are serviced 180 minutes per week. The aforementioned instructional times are the New York State-mandated ESL/ELA allotted instructional times based on student proficiency levels.

According to the RLAT report for the school-year ending in 2008, the results of the NYSESLAT and LAB-R Exams are as follows:

Grade Six		
Number of <u>"Beginning"</u>	Number of <u>"Intermediate"</u>	Number of <u>"Advanced"</u>
8	10	22
Grade Seven		
Number of <u>"Beginning"</u>	Number of <u>"Intermediate"</u>	Number of <u>"Advanced"</u>
10	7	11
Grade Eight		
Number of <u>"Beginning"</u>	Number of <u>"Intermediate"</u>	Number of <u>"Advanced"</u>
5	6	8

As the above table indicates, the NYSESLAT results reveal that grades six and eight have the largest number of students at the advanced level. The number of students at the beginning level for each grade is at a minimum. Grade seven has the largest number of students at the intermediate level.

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.

The results of the NYSESLAT exam not only dictate the grouping of students, but the results also help drive instruction. In order to increase the number of students that are "proficient" in all four modalities, instructional strategies and methodologies will focus more on reading and writing. Teachers will continue to use Balanced Literacy practices, including the workshop model, to provide students with authentic opportunities to read and write in the ESL classroom. Teachers engage students with read-alouds, shared reading and guided reading. ELLs are given the opportunity to engage in independent reading regularly. Teachers engage students in modeled/shared writing where the teacher thinks aloud about the writing process, focuses on specific skills, models rereading and revising, and creates rubrics with the students. Students also examine writing samples, including their own, to determine the rubric score on the created rubric. Students are interactive in the writing process as the teacher creates "doable" writing

experiences for students. During guided writing (student choice or teacher assigned), students practice skills that have been learned during mini-lessons. Students are also given the opportunity to engage in independent writing where students self-select topics, conference with the teacher, and publish writing.

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. In addition, the classroom teacher pushes into the ELL classroom regularly. 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 between the two is optimal and serves to enhance the learning in both the subjects and the ELL classroom.

Review of the city and state exam results for ELL students in the targeted content areas reveal that approximately 20% of our ELL population scored at or above Level 3 on the state ELA exam. We are currently working toward increasing the number of ELLs

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

Students with Interrupted Formal Education (SIFE) require special attention. Our school provides these students with extended individualized attention through peer tutoring and 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.

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 peer tutoring.

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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

1. 178 Russian
2. 138 Spanish
3. 55 Urdu
4. 24 Chinese (All dialects)
5. 16 Arabic

Our PTA President and Parent Coordinator surveyed the parent community regarding the need for translation services at PTA meetings. Based upon this information, information provided to the parent community has been disseminated accordingly, through newsletters and notices. Additionally, a staff survey was distributed to determine which staff members may be available to provide translation services. Additionally, I.S. 303 is also planning to purchase a Translating Device for parents to translate information for parents in their native languages using a headset and microphone.

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

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

6. 178 Russian
7. 138 Spanish
8. 55 Urdu
9. 24 Chinese (All dialects)
- 10.16 Arabic

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

Part B: Strategies and Activities

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

IS 303 will provide written translation services to parents for all written correspondence that is sent to home to parents based upon parent / student surveys. Our Parent Coordinator will notify parents of all translation services available to them, and encourage them to contact the school if they require any specific service. Additionally, I.S. 303 is also planning to purchase a Translating Device for parents to translate information for parents in their native languages using a headset and microphone.

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 ___\$638,442_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program __\$6,384_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified ___\$31,922_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year ___92.1%_____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

INTERMEDIATE SCHOOL 303

West Avenue Academy

Herbert S. Eisenberg

Gary R. Ingrassia, Principal

Victor Iacovano, Assistant Principal
Audrey Houston, Assistant Principal
Rose Caniglia, Assistant Principal
Maria Catalano, Assistant Principal

September 4, 2008

Herbert S. Eisenberg Parental Involvement Policy:

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Herbert S. Eisenberg I.S. 303K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. Herbert S. Eisenberg I.S. 303K will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Herbert S. Eisenberg I.S. 303K will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: parent workshops, SLT meetings and the integration of an automated phone system to notify parents of important events.
4. Herbert S. Eisenberg I.S. 303K will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Extended day reading and math programs.
5. Herbert S. Eisenberg I.S. 303K will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. I.S. 303 will analyze feedback via the School Survey, independent parent surveys and feedback obtained from the PTA President and Parent Coordinator.
6. Herbert S. Eisenberg I.S. 303K will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

INTERMEDIATE SCHOOL 303

West Avenue Academy

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Audrey Houston, Assistant Principal

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Maria Catalano, Assistant Principal

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators
 - iv. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement at PTA meetings and parent workshops.
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: grade and / or departmental meetings.
- c. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: written communication (translated, when necessary) and an automated telephone system.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Herbert S. Eisenberg I.S. 303K on September 11, 2008 and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

INTERMEDIATE SCHOOL 303

West Avenue Academy

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September 4, 2008

I.S. 303K School-Parent Compact

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

Required School-Parent Compact Provisions

School Responsibilities

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: implementing research – based teaching strategies in the classroom, providing differentiated instruction to meet the individual needs of all students and using data to drive instruction.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 18, 2008 and February 26, 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: quarterly school report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent – teacher conferences, open house dates,
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.

INTERMEDIATE SCHOOL 303

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

A review of Spring 2008 standardized assessments indicates that approximately 68% of the students are performing above the State Standard (Level 3) in English Language Arts, which is an increase of approximately 7% from the previous year. According to NYCDOE data, 87.8% of all students are performing above the State Standard (Level 3) in math. As a result of a comprehensive needs assessment, which includes an analysis of related data and observations, the Annual School Report Card, the NYS Accountability Status Report, NY Start data analysis, Inquiry Team data analysis, focus walks and parent and teacher surveys, our school has identified that area in need of improvement are Students with Disabilities for ELA.

The academic performance of special education students is of particular concern, as this group represents a disproportionately high percentage of students performing at Levels 1 and 2 in reading.

Students with Special Needs

An analysis of available data for the 2008 English Language Arts exam for this subgroup indicates the following

- 30% of Students with Disabilities in all grades achieved a performance level of 3 or higher on the NYS ELA exam. This is an increase of approximately 18% from the previous school year.

An analysis of the 2007 NYS Accountability Report indicates the following:

- 12.3% of Students with Disabilities in all grades achieved a performance level of 3 or higher on the NYS ELA exam
- While 72% of general education students in the sixth grade achieved a level 3 or higher on the NYS ELA, only 13% of special education students achieved the same levels.
- 4% of self-contained special education students in the sixth grade achieved a level 3 or higher on the NYS ELA exam in all grades.

- 72% of CTT students in all grades achieved a level 2 on the NYS ELA exam, while 25% of students in the same category achieved a level 3 or higher.
- 70% of SETTS students in all grades achieved a level 2 on the NYS ELA exam, while 26% of students in the same category achieved a level 3 or higher.

The overall results indicate a positive trend in the performance of all grade 8 tested students, including the disaggregated results for special education students and English Language Learners. However, while growth has been significant, I.S. 303 has failed to make AYP with regards to the performance of our Special Education students in English Language Arts-

2. Schoolwide reform strategies that:

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

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

- I.S. 303 will create a Mainstreaming Committee to evaluate the needs, performance and progress of special education students and evaluate the effectiveness of their placement. This committee will serve as a sub-committee of the Pupil Personnel Team. The primary goal of this committee will be to further enable special education students opportunities to gain access to the general education curricula.
- I.S. 303 will departmentalize self – contained special education classes to support student achievement in the content areas. Specifically, appropriately licensed pedagogues will push – in to self – contained special education classes to supplement the instruction provided by the special education teacher and provide students with a collaborative high-quality lesson.
- The expansion of the Wilson Language Program. This is a research based program which will support the needs of students with disabilities.
- Expand professional development and training for teachers of students with disabilities
- Provide outreach opportunities for parents of students with disabilities in coordination with special education staff

The implications are as follows:

- Teachers will be better able to meet the instructional needs of students with disabilities as they will be able to implement more effective teaching strategies.

- The effective implementation of research – based programs will help meet the needs of students with disabilities
- *Thinking Maps* will foster increased organizational skills in students and provide students the opportunity to develop good self regulation and self management repertoires.
- Focused professional development will ensure better teaching practices
- Increased communication between teachers and parents can provide additional academic and emotional support to all students.

3. Instruction by highly qualified staff.

The student body is served by a dedicated staff of professionals, including one (1) principal, four (4) assistant principals, sixty – four (64) teachers, including one (1) hearing teacher, and one (1) speech teacher), one (1) mathematics coach, (1) parent coordinator, two (2) guidance counselors, four (4) paraprofessionals.

Members of the administration at I.S. 303 continue to work closely with all staff members, with a particular interest in those staff members who have not been identified as “highly qualified” by the New York State Education Department. The administration has worked to ensure that all teachers are teaching within their appropriately licensed subject area. Any remaining staff members whose deficiencies are dependent upon the acquisition of college credits in the appropriate areas, or certification exams to complete the licensing requirements received incentives by the administration to satisfy these requirements. Additionally, training seminars within various subject areas and professional development opportunities have been provided to these designated teachers to assist them in complying with New York State certification requirements.

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

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

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

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

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

The School Leadership Team at IS 303 will continue to coordinate workshops for parents, in coordination with the PTA and Parent Coordinator. These workshops will allow parents opportunities to familiarize themselves with educational initiatives implemented within the school, as well as provide them with resources to extend these practices at home with their children.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

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

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

The students receiving Academic Intervention Services (AIS) are selected based on the following sources: ATS reports, the annual school report card, state and city test scores (Levels I and II), NY Start Reports, Scantron, Achieve 3000 assessments, attendance data, teacher feedback based on teacher developed tests and informal teacher evaluations. An item skills analysis report is available for teachers of math and reading to help identify the needs of their students. However, the Grow Reports have been analyzed and distributed to all teachers for every student that has taken the standardized exams. In addition, teachers are currently accessing their classes' Grow Reports on-line in order to better serve the needs of their students. Records kept of the services and progress of students are regularly monitored and assessed. Additionally, the classroom teacher articulates with the other staff members who work with targeted students. Certain targeted students, based on standardized exam scores receive additional periods in mathematics and reading from Title I teachers and paraprofessionals. In September, students are assessed in order to determine the appropriate services required, such as the number of

days and hours of intervention provided on a weekly basis. We at I.S. 303 are aware of the problems students of today may face, both academically and socially and how they can affect academic performance. Our guidance plays an important role in academic intervention.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: Planning for Restructuring
(ELA SWD)

SURR¹ Phase/Group (If applicable): _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.

A review of Spring 2008 standardized assessments indicates that approximately 68% of the students are performing above the State Standard (Level 3) in English Language Arts, which is an increase of approximately 7% from the previous year. According to NYCDOE data, 87.8% of all students are performing above the State Standard (Level 3) in math. As a result of a comprehensive needs assessment, which includes an analysis of related data and observations, the Annual School Report Card, the NYS Accountability Status Report, NY Start data analysis, Inquiry Team data analysis, focus walks and parent and teacher surveys, our school has identified that area in need of improvement are Students with Disabilities for ELA.

The academic performance of special education students is of particular concern, as this group represents a disproportionately high percentage of students performing at Levels 1 and 2 in reading.

Students with Special Needs

An analysis of available data for the 2008 English Language Arts exam for this subgroup indicates the following

- 30% of Students with Disabilities in all grades achieved a performance level of 3 or higher on the NYS ELA exam. This is an increase of approximately 18% from the previous school year.

An analysis of the 2007 NYS Accountability Report indicates the following:

- 12.3% of Students with Disabilities in all grades achieved a performance level of 3 or higher on the NYS ELA exam
- While 72% of general education students in the sixth grade achieved a level 3 or higher on the NYS ELA, only 13% of special education students achieved the same levels.
- 4% of self – contained special education students in the sixth grade achieved a level 3 or higher on the NYS ELA exam in all grades.
- 72% of CTT students in all grades achieved a level 2 on the NYS ELA exam, while 25% of students in the same category achieved a level 3 or higher.
- 70% of SETTS students in all grades achieved a level 2 on the NYS ELA exam, while 26% of students in the same category achieved a level 3 or higher.

¹ School Under Registration Review (SURR)

The overall results indicate a positive trend in the performance of all grade 8 tested students, including the disaggregated results for special education students and English Language Learners. However, while growth has been significant, I.S. 303 has failed to make AYP with regards to the performance of our Special Education students in English Language Arts-

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

- I.S. 303 will create a Mainstreaming Committee to evaluate the needs, performance and progress of special education students and evaluate the effectiveness of their placement. This committee will serve as a sub-committee of the Pupil Personnel Team. The primary goal of this committee will be to further enable special education students opportunities to gain access to the general education curricula.
- I.S. 303 will departmentalize self – contained special education classes to support student achievement in the content areas. Specifically, appropriately licensed pedagogues will push – in to self – contained special education classes to supplement the instruction provided by the special education teacher and provide students with a collaborative high-quality lesson.
- The expansion of the Wilson Language Program. This is a research based program which will support the needs of students with disabilities.
- Expand professional development and training for teachers of students with disabilities
- Provide outreach opportunities for parents of students with disabilities in coordination with special education staff

The implications are as follows:

- Teachers will be better able to meet the instructional needs of students with disabilities as they will be able to implement more effective teaching strategies.
- The effective implementation of research – based programs will help meet the needs of students with disabilities
- *Thinking Maps* will foster increased organizational skills in students and provide students the opportunity to develop good self regulation and self management repertoires.
- Focused professional development will ensure better teaching practices
- Increased communication between teachers and parents can provide additional academic and emotional support to all students.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$_638,442; 10% of Title I allocation = \$63,869.

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

I.S. 303 will employ a full time math coach to assist teachers in the design and implementation of effective teaching strategies to meet the instructional needs of all students, particularly students with disabilities. In addition, the Assistant Principal in charge of professional development and the Literacy department will provide support to classroom teachers. Intensive professional development will be provided to all staff members to assist in the successful implementation of effective teaching strategies, including providing differentiated instruction to meet the needs of all students. I.S. will also allow professional development opportunities for teachers to participate in external training sessions as provided by networks, including America's Choice and Teacher's College.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing **high-quality professional** development.

- Professional Development, which includes a full-time Mathematics Coach and other essential participants who will demonstrate and model outstanding classroom practices to other teachers in the school.
- Collaboration with consultants from external networks to guide staff members in the effective implementation of balanced literacy teaching strategies.
- Ongoing PD for all teachers, coaches, and school administrators.
- Inter – visitation opportunities for all teachers to observe effective implementation of program design strategies in similar schools.
- Intra – visitation opportunities for all teachers to observe best practices implemented in several different classrooms within the school.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

In accordance with mandated guidelines, the NYC Central Office of School improvement will mail letters to parents of our students to notify them of our school's accountability status.

Parent Coordinator, PTA members, guidance counselors and Assistant Principals will be the key people in continual parental involvement and parent outreach. Testing information will be disseminated in different languages underlining the importance of regular attendance. School personnel will create incentives to ensure regular attendance and parent participation. Phone calls will be made to ELL parents to inform them of the important information pertaining to their children's education and participation in the State and City's examinations by bilingual school staff.

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

Appendix 7: School-Level Reflection and Response to System-wide Implications of Findings from Audits of the Written, Tested, and Taught Curriculum in ELA and Mathematics

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies

or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

3. **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
4. **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
3. **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
4. **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
5. **English Language Learners**

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive needs assessment has been conducted by the Administration and staff via teacher observations, a thorough review of authentic curriculum maps, evaluations of lesson plans, focus walks, department and / or grade meetings and School Leadership Team meetings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Administrators and staff members at I.S. 303 have worked diligently to create, modify and analyze authentic curriculum maps that address the needs of our student population. Ongoing professional development supports classroom instruction.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to

see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive needs assessment has been conducted by the Administration and staff via teacher observations, a thorough review of authentic curriculum maps, evaluations of lesson plans, focus walks, department and / or grade meetings and School Leadership Team meetings.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Administrators and staff members at I.S. 303 have worked diligently to create, modify and analyze authentic curriculum maps that address the needs of our student population. Ongoing professional development supports classroom instruction.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive needs assessment has been conducted by the Administration and staff via teacher observations, a thorough review of authentic curriculum maps, evaluations of lesson plans, focus walks, department and / or grade meetings and School Leadership Team meetings.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers provide high quality differentiated instruction using the workshop model as a basis for all instructional lessons. Teachers also using technology in the classroom, when appropriate and upon availability, to further ensure student engagement.

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2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive needs assessment has been conducted by the Administration and staff via teacher observations, a thorough review of authentic curriculum maps, evaluations of lesson plans, focus walks, department and / or grade meetings and School Leadership Team meetings.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers provide high quality differentiated instruction using the workshop model as a basis for all instructional lessons. Teachers also using technology in the classroom, when appropriate and upon availability, to further ensure student engagement.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Administrators thoroughly assessed the information available on the BEDS Survey.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

According to the BEDS Survey, approximately 95 percent of our teaching staff is designated as "Highly Qualified." Furthermore, according to the CEP data released by the NYCDOE, 100% of our teachers are fully licensed and permanently assigned to the school, 90% of our teachers have more than two years experience teaching in our school and 59% have more than five years experience teaching anywhere.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive needs assessment has been conducted by the Administration and staff via teacher observations, a thorough review of authentic curriculum maps, evaluations of lesson plans, focus walks, department and / or grade meetings and School Leadership Team meetings.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Content area teachers (including science and social studies) are not fully trained in teaching English Language Learners.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In – house professional development will be provided by ESL teachers so they may share their best practices with teachers from all content areas.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Administrators have conferenced with content area and ESL teachers to ensure that classroom instruction is based upon disaggregated student data.

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5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ESL teachers regularly articulate with classroom teachers regarding the performance and progress of ESL students, as well as identified areas of need.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Administrators have conferred with general education and special education teachers at grade and / or department meetings.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All general education teachers are given copies of their students' IEPs. Furthermore, a mainstreaming team has been created to further assess general education opportunities for special education students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive needs assessment has been conducted by the Administration and staff via teacher observations, a thorough review of authentic curriculum maps, evaluations of lesson plans, focus walks, department and / or grade meetings and School Leadership Team meetings. Administrators have conferred with general education and special education teachers at grade and / or department meetings.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

General and special education teachers regularly refer to students' IEPs and their suggested testing accommodations and, when appropriate, make similar modifications in daily instructional routines. Goals and objectives address the whole child, including instructional and social / emotional needs.

7.4: IF THE FINDING IS APPLICABLE, HOW WILL YOUR SCHOOL ADDRESS THE RELEVANT ISSUE(S)? INDICATE WHETHER YOUR SCHOOL WILL NEED ADDITIONAL SUPPORT FROM CENTRAL TO ADDRESS THIS ISSUE.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 16, 2008** Email address: **gingras@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	21K303
School Name	Herbert S Eisenber School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 197,010
Principal Name	Gary Ingrassia
Principal Email	gingras@schools.nyc.gov
Principal Phone	7189960100

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 95,631
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional ti instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

dedicated instructional blocks, throughout the school day, for ELA academic intervention services

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existin program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Able to provide more instructional blocks for dedicated small group instruction

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provi qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State stanc

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers

\$ 101,379

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
 No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
 No

Please describe the program.

Funding is being utilized to support staff developer to mentor and observe teachers and offer successful approaches of differentiated instruction to increase teacher's instructional methods in the furtherance of student achievement.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
 Students with Disabilities
 Students in Poverty
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
 No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No