



**PS/ IS 192
THE MAGNET SCHOOL
FOR MATH AND SCIENCE INQUIRY**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 20/BK/192
ADDRESS: 4715 18TH AVENUE, BROOKLYN, NEW YORK 11204
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 192 **SCHOOL NAME:** The Magnet School for Math and Science Inquiry

SCHOOL ADDRESS: 4715 18th Avenue Brooklyn, New York 11214

SCHOOL TELEPHONE: (718) 633-3061 **FAX:** (718) 871-8721

SCHOOL CONTACT PERSON: Liset Isaac, Principal **EMAIL ADDRESS:** Lisaac@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Liset Isaac

PRINCIPAL: Liset Isaac

UFT CHAPTER LEADER: Beverly Gold

PARENTS' ASSOCIATION PRESIDENT: Ingrid Rojas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Liset Isaac	*Principal or Designee	
Beverly Gold	*UFT Chapter Chairperson or Designee	
Ingrid Rojas	*PA/PTA President or Designated Co-President	
Jessica Garcia	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Anna Orfin	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Catherine Speziale	Member/ UFT	
Nicole Gaglia	Member/ UFT	
Haxia Flores	Member/ Parent	
Linda Usten	Member/ Parent	
Veronica Trevino	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. / I.S. 192, The Magnet School for Math and Science Inquiry, is a school community of many different faces from around the world including Central and South America, the Caribbean, the Middle East and most recently from Russia and Uzbekistan. As a result, one third of our students have been identified as English Language Learners (ELLs). In addition, another one third of our students are Students with Disabilities, many of whom are also ELLs.

Our mission statement says that our school community is dedicated to providing an opportunity for students and staff to work towards their highest level of performance in an atmosphere that supports creativity, building critical thinking skills and presents clear expectations for all. We see all students the same regardless of their ethnicity, language or disability. In the words of John F. Kennedy, "All of us do not have equal talent; but all of us should have an equal opportunity to develop our talent". Our school is committed to academic rigor for all students while providing the necessary support needed to achieve their greatest potential.

After working very hard with Teacher's College our staff has developed a focused, in depth curriculum aligned to the standards which fosters critical thinking skills and academic rigor. As a result of our collaboration with Teacher's College, our staff, led by the data team, analyzes the data garnered from formal and informal assessments to inform their planning and instruction. Further examples of these practices are differentiated instruction and working in small groups which can be observed in all classrooms throughout the school. Best practices are good teaching practices.

Special populations are a large part of school life at P.S. / I.S. 192, The Magnet School for Math and Science Inquiry. As previously noted, one third of the students are Special Education, ELLs or both. These students attend either self contained or integrated co-teaching classes (ICT) or part of Special Education Teacher Support Services (SETSS). By providing students with clear expectations and the necessary support needed to achieve their greatest potential, students have continued to move up in their levels of performance on both formal and informal assessments.

In 2008, P.S. / I.S. 192 became the Magnet School for Math and Science Inquiry. Inquiry based learning is the focus of student learning, providing student involvement in the learning process through focused questions, problem solving activities, and the use of critical thinking. Students are engaged in hands on work as they are immersed in the learning process. Our goal is to encourage life long learning as students take responsibility of their own learning experience.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 192 The Magnet School for Math and Science Inquiry				
District:	20	DBN #:	20K192	School BEDS Code:	332000010192

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	49	51	54		94.0	94.4	TBD		
Kindergarten	59	55	53						
Grade 1	56	58	58	Student Stability: % of Enrollment					
Grade 2	55	56	66	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	52	52	57		88.9	89.1	TBD		
Grade 4	55	61	63						
Grade 5	85	55	67	Poverty Rate: % of Enrollment					
Grade 6	36	77	63	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	37	33	76		79.0	79.0	90.9		
Grade 8	0	36	39						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	3	TBD		
Grade 12	0	0	0						
Ungraded	4	0	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	488	534	599		10	17	19		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	80	85	92						
No. in Collaborative Team Teaching (CTT) Classes	51	67	54	Principal Suspensions	9	13	TBD		
Number all others	15	21	26	Superintendent Suspensions	5	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	171	176	186	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	14	26	90	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	63	66
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	23	23	23
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	8	21
26	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	98.4	91
American Indian or Alaska Native	0.8	0.7	0.5	Percent more than two years teaching in this school	74.1	63.5	79
Black or African American	4.5	3.7	4.3	Percent more than five years teaching anywhere	60.3	54.0	64
Hispanic or Latino	49.0	52.1	50.4				
Asian or Native Hawaiian/Other Pacific Isl.	20.5	20.6	21.4	Percent Masters Degree or higher	88.0	81.0	TBD
White	25.2	22.8	23.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.4	98.6	TBD
Multi-racial	0	0	0				
Male	58.6	56.7	54.1				
Female	41.4	43.3	45.9				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	X	ELA:	
	Math:	X	Math:	
	Science:	X	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**	Progress Target
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	✓ _{sh}	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	7	7	1				

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.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	92.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	56.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

PS/ IS 192, the Magnet School for Math and Science Inquiry, is responsible for educating students Pre -Kindergarten through Grade 8. Due to the changes in the scoring criteria on the 2010 State Exams, the percentages of our students scoring at the proficiency level of 3 or 4 in English Language Arts decreased from 61.4% to 32%. However despite these decreases, our Students with Disabilities (SWD) and ELLs continue to work hard towards meeting the standards, but they continue to face challenges in their learning. Our ELL students have continued to score slightly lower than our SWDs throughout all of our assessment periods. However, an analysis of the NYS ELA in 2010, shows our SWDs (1.7%) achieving a Level 3 or 4, scoring lower than our ELL students (7%) scoring at these proficiency levels.

2010 Grades 3-8										
Category	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4	
	#	%	#	%	#	%	#	%	#	%
All Tested	100	29	140	40	101	29	9	3	110	32
General Education	21	9	86	40	99	46	8	4	107	50
Special Education	79	58	54	40	2	1	1	0.7	3	1.7
ELL Students	68	56	45	37	8	7	0	0.0	8	7
English Proficient	32	14	95	41	93	41	9	4	102	45

Based on the data from the most current NYC DOE Progress Report for 2009-2010 students in our school are moving closer towards closing the achievement gap. Additional credit was awarded to the school for helping those students in the high -need group for moving at least one half of a proficiency level in ELA. The school also earned additional credit for those students in these groups who achieved exemplary gains. English Language Learners (63.1%), Special Education students (70.6%) and students in the lowest third citywide (68.3%) made exemplary proficiency gains of 1.5 years in both English Language Arts and mathematics. As a result of these gains, the school received an A on this year's Progress Report.

One of the most significant accomplishments for the school continues to be the gains in proficiency levels for our Special Education and ELL students. This can be attributed to the school's use of data through our Inquiry Teams giving the staff a very clear view of the performance and progress of individual students, classes, grades and our subgroups of students. Aiding in the progress and academic achievement of all students is the school's ability to differentiate approaches to teaching and learning for all students. Data analysis and differentiation of instruction assists the teachers in their planning and modification of intervention strategies. All available data is effectively used to understand the progress and performance of all students and ensures they have achievable personal goals. Disaggregating information provides the school with a clear understanding of the achievements of the different groups within the school.

The school's use of data from various sources enables the staff to have a very clear view of student performance, individually, across a grade and in a class. Teachers use this information to support the progress and performance of all of their students. Particular attention has been paid to the performance of ELLs and Special Education students in planning interventions to support their learning. The method of instruction is adapted to meet the needs of each student. This ensures that students are working at levels that are in line with their achievement level and has provided the opportunity for them to move up in proficiency.

Students are provided with AIS and At-Risk AIS Services as a result of analyzing the school's data. Communication between all constituencies is open and ongoing. The SETSS teacher organizes triennial meetings for all AIS and related service providers to articulate with classroom teachers to discuss the progress students have made. Next steps are discussed as well. Common planning time allows teachers in all disciplines to discuss student performance. The continuous process of meetings and review of assessment results ensures that monitoring of progress toward the achievement of goals takes place regularly.

It can be said that our students are achieving literacy due to the supportive environment present in the classroom. Students are encouraged to take risks, effort is recognized, accomplishments are celebrated and material is presented in ways respective of students' different learning styles and diverse backgrounds.

Among the most significant aids to the school's continued improvement are the administration's establishment of clear goals and expectations to rigorously improve the progress and performance of students and staff. Frequent evaluation of instruction and student achievement as well as implementation of next steps to improve the quality of instruction and student learning is ongoing. Teachers are supported through coaching, mentoring and ongoing professional development. Professional development decisions are based on teacher and student needs with the goal to improve the quality of instruction and student learning. Common preparation periods are provided on all grade levels to support collaboration and grade level planning.

While our successes are many, a number of noteworthy barriers were noted. Teacher movement across grade levels from year to year contributes to a lack of deeper understanding of grade level curriculum and standards. It is also noted that teachers need substantial professional development in ESL methodologies and instruction to meet the needs of their students at this time.

Limited parental involvement continues to be a struggle for us. This is particularly true in grades 3 through 8. Language barriers contribute to limited support students receive at home. Many of the students have little or no help from parents or siblings in completing homework, projects or reviewing work for tests and assessments. Unfortunately, the community continues to have a lack of services available to our students to assist them in these areas.

While Students with Disabilities and ELLs, are exposed to and offered the same curriculum, the lessons that make up this curriculum have not always been adapted to meet the individual needs of

the students. Although a variety of strategies are used and taught to our Students with Disabilities and ELLs, many concepts may not be grasped because the material has not been properly adapted to meet their needs. Common planning time provided for each grade to meet with the Instructional Coach, will allow for teachers to come together to modify existing units and lessons in an effort to adapt them to meet the needs of these students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. Teachers will engage in the Collaborative Inquiry process in order to refine their practice to meet the needs of Students with Disabilities and English Language Learners.
 - a. Beginning in October 2010, 90% of the teaching staff will engage in the Collaborative Inquiry process focusing on comprehension development for targeted students in grades K-8.
 - b. By June 2011, Students with Disabilities in grades K-8 will demonstrate a 5% increase in depth of comprehension as measured by Assessment Pro (TCRWP). Teachers will differentiate instructional plans in comprehension in all content areas to adjust for students' diverse learning needs.
 - c. By June 2011, English Language Learners in grades K-8 will demonstrate a 5% increase in depth of comprehension as measured by the NYSESLAT.

2. The Reading and Writing curriculum units of study will be differentiated to meet the needs of Students with Disabilities and English Language Learners in grades K-8.
 - a. Beginning in October, 2010, 100% of the teaching staff (all elementary school teachers grades K-5 and all Middle School ELA teachers) will participate in professional development opportunities focused on how to differentiate mini lessons, small group strategy lessons and guided reading lessons in the areas of Reading and Writing as measured by attendance at these trainings.
 - b. Beginning in October 2010, 100% of the teaching staff (all elementary school teachers grades K-5 and all Middle School ELA teachers) will implement differentiation of instruction in the areas of Reading and Writing as measured by both informal and formal observations.
 - c. By June 2011, the percentage ELL's moving from Level 2 into Level 3 on the NYS ELA exam will increase by 5%.
 - d. By June 2011, the percentage Students with Disabilities moving from Level 2 into Level 3 on the NYS ELA exam will increase by 5%.

3. By June 2011, Common assessments and tasks aligned with the Common Core Standards will be developed in the area of Mathematics.
 - a. Beginning in October 2010, all teachers of Grades 3-5 and all Mathematics teachers of grades 6-8 will work collaboratively to align the current mathematics curriculum with the Common Core Standards in order to create common tasks and assessments that will accurately measure student learning from unit to unit as measured by staff attendance at grade and/or department-level meetings.
 - b. By April 2011, all teachers of Grades 3-5 and all Mathematics teachers of grades 6-8 will work together to create a DYO assessment plan for Mathematics that is aligned

with the mathematics curricula for both the elementary and middle school components of the school. Success will be measured by Central acceptance of the DYO proposal.

4. By June 2011 a continuum of professional practice through Danielson's "A Framework for Teaching" will create a model for promoting professional learning through focused conversations that will tie in directly to student learning by all teachers
 - a. All teachers will have an understanding of the four professional competency domains by June 2011.
 - b. All teachers will use a common language for discussions regarding professional excellence in teaching to promote student engagement and maximize student learning.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will engage in the Collaborative Inquiry process in order to refine their practice to meet the needs of Students with Disabilities and English Language Learners.</p> <ol style="list-style-type: none"> a. Beginning in October 2010, 90% of the teaching staff will engage in the Collaborative Inquiry process focusing on vocabulary and comprehension development for targeted students in grades K-8. b. By June 2011, Students with Disabilities in grades K-8 will demonstrate a 5% increase in depth of comprehension as measured by Assessment Pro (TCRWP). Teachers will differentiate instructional plans in comprehension in all content areas to adjust for students’ diverse learning needs. c. By June 2011, English Language Learners in grades K-8 will demonstrate a 5% increase in depth of comprehension as measured by the NYSESLAT.
<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>Teachers will participate in school wide Inquiry Study Groups to expand their knowledge of instructional strategies and methodologies to raise the level of students’ comprehension. The Inquiry Study Groups will focus on integrating the comprehension strategies into assessment, planning and differentiation. The Instructional Coach along with the Data Team will continue to provide support in analyzing data from formative and summative assessments. In collaboration with Teachers’ College, teachers will align their instructional plans with the Common Core Standards to deepen the students’ comprehension in ELA along with all content areas. Intervention services in English Language Arts will be provided during Extended Day, during and after school for ELLs and Students with Disabilities using specific intervention resources to aid in developing deeper comprehension. Multiple sources of information will be collected and used to assess student progress.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Assistant Principals- Title I 10% Data Specialist-Tax Levy/Per Session ESL Teachers-Tax Levy AIS Teachers-Title I Instructional Coach-Contract for Excellence IEP and SETSS Teachers-Tax Levy Teacher's College Professional Development-Title 1 5% Title III-Per Session</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will implement the units of study which have been aligned to the Professional Development and 2010-2011 Pacing Calendars. Teachers will review and analyze data from June 2010, November 2010, March 2011 and June 2011 using TCRWP assessments, <i>Words Their Way</i> spelling inventories, informal running records and comprehension assessments, Fountas and Pinnell reading levels, NYS ELA, and informal writing about reading (reading notebooks, post-its, graphic organizers and literary responses) to differentiate instructional strategies to ensure an increase in students' depth of comprehension.</p>

Subject/Area (where relevant): ELA for ELL's and Special Education Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The Reading and Writing curriculum units of study will be differentiated to meet the needs of Students with Disabilities and English Language Learners in grades K-8.</p> <ol style="list-style-type: none"> a. Beginning in October, 2010, 100% of the teaching staff (all elementary school teachers grades K-5 and all Middle School ELA teachers) will participate in professional development opportunities focused on how to differentiate mini lessons, small group strategy lessons and guided reading lessons in the areas of Reading and Writing as measured by attendance at these trainings. b. Beginning in October 2010, 100% of the teaching staff (all elementary school teachers grades K-5 and all Middle School ELA teachers) will implement differentiation of instruction in the areas of Reading and Writing as measured by both informal and formal observations. c. By June 2011, the percentage ELL's moving from Level 2 into Level 3 on the NYS ELA exam will increase by 5%. d. By June 2011, the percentage Students with Disabilities moving from Level 2 into Level 3 on the NYS ELA exam will increase by 5%.
<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>In collaboration with Teacher's College and the Instructional Coach, teachers will participate in professional development opportunities focused on how to differentiate mini lessons, small group strategy lessons and guided reading lessons in the areas of Reading and Writing. Teachers will plan collaboratively to utilize different ESL strategies and methodology in differentiating the ELA units of study for their grade/content area to meet the needs of their individual students. Language and content area lessons will implement the six forms of instructional scaffolding techniques: modeling, bridging, contextualization, schema building, text representation and meta-cognition. Flexible grouping will provide a model for meeting the needs of these students. AIS personnel and ESL Teachers will assist in small group instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Instructional Coach-Contract for Excellence Teacher's College Staff Developers-Title I 5% ESL Teachers- Tax Levy AIS Teachers-Title I Data Specialist-Tax Levy/Per Session Assistant Principals-Title I 10%/Tax Levy Title I-Per Diem</p>

Indicators of Interim Progress and/or Accomplishment

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

Formative and summative assessments will be utilized to plan for instruction and flexible grouping. Students' growth in reading levels will be observable through the analysis of TCRWP assessment, Fountas and Pinnell reading levels and Words Their Way spelling inventory. This data will be reviewed in September, November, March and June.

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, Common assessments and tasks aligned with the Common Core Standards will be developed in the area of Mathematics.</p> <ol style="list-style-type: none"> a. Beginning in October 2010, all teachers of Grades 3-5 and all Mathematics teachers of grades 6-8 will work collaboratively to align the current mathematics curriculum with the Common Core Standards in order to create common tasks and assessments that will accurately measure student learning from unit to unit as measured by staff attendance at grade and/or department-level meetings. b. By April 2011, all teachers of Grades 3-5 and all Mathematics teachers of grades 6-8 will work together to create a DY0 assessment plan for Mathematics that is aligned with the mathematics curricula for both the elementary and middle school components of the school. Success will be measured by Central acceptance of the DY0 proposal.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will meet with members of the Common Core Standards Team (CCST) during school wide, grade level/ departmental professional development sessions to gain a common understanding of the Common Core State Standards for Mathematics. Teachers will then collaboratively in grade level (3-5) or departmentally (6-8) begin their work alongside a CCST member aligning the current mathematics curriculum with the CCS to create tasks and assessments that will accurately measure student learning from unit to unit.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Common Core Standards Team members-Per Diem/Title I -Instructional Coach-Contract for Excellence -Assistant Principals-Title I 10% -Data Team-Tax Levy/Per Session -Before/ After School Task and Assessment writing-Tax Levy & Title I Per Session -Per Diem-Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Meetings will be scheduled with the Data Team throughout the year to review benchmarks and student growth based on the data provided by summative and formative assessments. Teachers will assess and be self-reflective of their planning, creation of tasks and assessments as well as their execution of their lessons by continuously reviewing student data, content specific rubrics, monitoring progress and adjusting frequency and duration of instruction based on student needs, so that there is an increase in student growth.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	30	N/A	N/A	4			2
1	50	42	N/A	N/A	4		1	2
2	48	36	N/A	N/A	8			3
3	45	26	N/A	N/A	6			2
4	42	27	25		3			2
5	39	31			2			
6	33	32			45			
7	47	46	25	12	55			
8	28	37	32	24	1			
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Soar to Success: A reading program for grades 3-8 that provides systematic, scaffold instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies Great Leaps: A 1:1 reading program for students in K-8 that promotes fluency in letter sound and word recognitions Wilson Reading System: A K-5 research based multi- sensory reading program that provides systematic and explicit instruction in the areas of phonemic awareness, phonics, word and syllable study, vocabulary, sight words and fluency Reading Recovery: A first grade 1:1 reading and word study program using leveled books to teach comprehension, decoding and spelling strategies Fundations: A multi-sensory, systematic and explicit K-3 phonics/ spelling program based on the Wilson Reading System</p>
<p>Mathematics:</p>	<p>Moving with Math: A comprehensive math program for grades 1-5 that uses assessment and differentiated instruction. A sequential program utilizing manipulatives and problem solving strategies Great Leaps: A 1:1 math program for students in grades K-8 promoting fluency in math facts Math Test Prep, After School/ Saturday Program: Small group instruction for grades 3-8 to familiarize them with test format and questions</p>
<p>Science:</p>	<p>Science Test Prep/ After School/ Saturday Program: Small group instruction for grades 4 and 8 students to familiarize them with test format and questions. Extended Day AIS classes for MS students. Small Group AIS Instruction: Grade 7 students</p>
<p>Social Studies:</p>	<p>Social Studies After School Program: Small group instruction for Grade 5 and Grade 8 students to familiarize themselves with the test format and questions – Extended day AIS Small Group AIS Instruction: Grades 7 and 8 students</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small group, whole group and/or 1:1 guidance sessions to deal with conflict resolution, ego development, dealing with divorce and separation, bereavement counseling, bullying and name calling, as well as identifying child abuse, recognizing depression in students, suicide and violence prevention.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Small group and/or 1:1 sessions to deal with conflict resolution, ego development, dealing with divorce and separation, bereavement counseling, bullying and name calling, as well as identifying child abuse, recognizing depression in students, suicide and violence prevention.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Small group and/or 1:1 sessions to deal with conflict resolution, ego development, dealing with divorce and separation, bereavement counseling, bullying and name calling, as well as identifying child abuse, recognizing depression in students, suicide and violence prevention.</p>
<p>At-risk Health-related Services/ SAPIS counselor:</p>	<p>Whole Class: Hygiene, Dental Core and Nutrition Lessons Small Group: Asthma- Open Airway for Schools Program 1:1 sessions, small groups, class lessons – Intervention services for substance abuse and prevention</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 (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s): K-8 **Number of Students to be Served:** 190 **LEP:** X **Non-LEP** _____

Number of Teachers: 5 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

As a Pre-K-8 school, P.S. / I.S.192, The Magnet School for Math and Science Inquiry, is committed to the core educational value of *Children First*. Our mission is to have every child succeed as a student and as an individual. As such, we advocate for and promote both academic rigor and social excellence on behalf of our English Language Learners (ELLs). Our Pre-K-8 school population this year (2009-2010) is comprised of 590 students, of whom 190 students have been identified as ELLs in our K-8 population. Of these 190 ELL students, 52 of these students are designated as special education students. The ELLs make up approximately 35% of our school population. We find that the number of ELLs is evenly distributed through grades K-8. of the total number of ELLs, approximately 25 students are newly arrived immigrants. Although our school has a diverse ELL population comprised of Chinese, Urdu, Polish, Russian Korean, Bengali, Arabic, Tajik, Ukrainian, and Uzbek speaking students, approximately 55% of our ELLs are Spanish speaking.

We currently have 5 full-time certified ESL teachers who provide ESL services. Our ELLs participate in a free standing English as a Second Language program using a blended pullout/push-in model. Our goal is to offer all of our ELLs differentiated instruction and support using current ESL methodologies and a balanced literacy approach. ESL teachers and classroom teachers plan for instruction collaboratively with a focus on reading, writing, listening, and speaking modalities as well as cross-cultural awareness.

Section II. Title III, Part A LEP Program Narrative

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

Our goal and focus for the Title III supplemental funding is to have our ELLs work to improve their knowledge in content areas for the 2010-2011 school year. We will have an in-school residency from the BRIC Rotunda Arts Program. The BRIC Rotunda Arts Program presents quality contemporary, performing and media arts programs that reflect Brooklyn's diverse communities, and provides resources and platforms to support the creative process. We will also have Music and Arts Inc. residency (book making). Each of these residencies are invaluable because they provide rich life experiences to our students, many of whom do not have these opportunities. Not only do these experiences broaden their world views, they also develop their language and reading skills by exploring and reinforcing content areas through hands on interaction.

We are also purchasing Lenovo Netbooks to support Imagine Learning which is a software program designed for English Language Learners. There are five "S.M.A.R.T." components. First, there is Strategic language support that provides bilingual feedback. Next, it shows Measurable gains by detailing student progress through data reports. It also focuses on Academic vocabulary that students need for content areas. It uses a Research based literacy program. The program is Tutoring Technology that automatically assesses student work and then adapts the curriculum to meet the individual student's needs. The program will be installed school wide and a select group of ESL students and classrooms will access the program regularly for literacy instruction. The netbooks may also be used to help integrate technology into instruction for our ELLs.

For grades 5-8 we will order a subscription to Time For Kids to support their literacy and vocabulary growth giving them exposure to both expository narrative nonfiction reading and current events around the world.

The Title III program will supplement the regular mandated ESL instruction that the students receive during the school day. P.S. /I.S. 192 will provide an after-school ESL program for newly arrived immigrants. Classes will meet for a total of 20 hours in the fall. The newly arrived immigrants will meet once a week. The focus for these students will be vocabulary and language development (BICS), specifically developing their oral and auditory skills.

In addition, we will offer an Enrichment program/NYSESLAT prep for students in grades one through eight. Classes will meet for a total of 40 hours beginning February, 2011. For the Enrichment/NYSESLAT program the students will meet twice weekly, two hours each session from 3:05p.m.–5:05p.m. The students will be grouped by proficiency levels based on their 2010 NYSESLAT scores. Teachers who will be involved in this program will stress the four modalities of listening, speaking, reading and writing. With beginner students we focus on speaking and listening and with advanced students we focus on reading and writing.

Our enrichment program is intended to broaden the students' life experiences, thereby fostering academic growth and prior knowledge development. From March 2011 to April 2011 we will focus on an enrichment program featuring a selection of the following activities: digital photography/computer, cooking through math and science, arts and crafts and teaching math concepts through literacy. We plan to discuss general supplies needed for the programs.

Starting in April 2011 through May 2011 we will be working on NYSESLAT prep. Research shows that students do better if they have after-school test prep. The teaching staff will consist of highly qualified, certified ESL teachers. With beginner students we focus on speaking and listening and with advanced students we focus on reading and writing. Practice materials and supplemental materials will be used to enhance the students' English skills. We will use supplementary materials from Harcourt Achieve, which offers innovative learning solutions that accelerate content-area knowledge for grades three through eight. We will also focus on reading skills in the lower grades, which will allow our ELLs to strengthen and enhance their reading development. We will use the Quantum Pad Learning System, a program that helps struggling readers to succeed thereby meeting the standards. Additionally, we will use *Getting Ready for the NYSESLAT and Beyond Revised* by Attanasio. It is our hope that these reading interventions will strengthen, support, and extend the decoding, and comprehension skills of our ELLs thereby enabling them to reach proficiency on the NYSESLAT exam. We will use the RIGBY *On Our Way to English* kit and *Avenues* for newcomers who have been here for one year or less. Avenues offers standard- based instruction in English through the content areas. It is designed for English learners to accelerate their growth in language and literacy.

Description of Parent and Community Participation

As part of our ELL parent involvement a Bric Rotanda Arts (Book Making) workshop will provide parents with tools that better prepare them to support their children in their school work.

We plan to host a multicultural food fest for parents and grades four through eight in the spring on our environmental roof garden. Students will learn about the various ethnic groups at PS/IS 192.

We will host four workshops (times to be announced) for parents. Translators will be available for the workshops. The workshops will include topics such as:

- Overview of Genre Features in conjunction with the Teacher's College Curriculum

- Strategies to improve Listening and Speaking
- Strategies to improve Reading, Writing and Vocabulary
- Explaining the Components of the NYSESLAT
- Learning During Summer Vacation – Reading to, with, and by your Children

*Parent Workshops will be facilitated by the ESL staff, parent coordinator and bilingual staff members.

*Refreshments and food will be served and paid for through Title III funds.

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.

Any teacher in need will receive four one hour professional development workshops. Sessions linking the standards, students’ needs and supplemental materials being used will be provided by the ESL Coordinator. Prior to the start of the enrichment program, the ESL Coordinator will hold sessions stressing the different ESL strategies that can be used to help improve language acquisition and build prior knowledge. Before the NYSESLAT/ Preparatory sessions begin additional sessions will be held highlighting strategies on how to help students meet proficiency in all modalities in order to excel on the NYSESLAT. Professional development will be provided based on the New York State ESL Standards. Topics may include ESL methodologies, reading techniques, and content area instruction within the four modalities of listening, speaking, reading and writing. In collaboration with Teacher’s College, staff developers will provide workshops for teachers differentiating ELA units of study utilizing ESL strategies and methodologies.

Section III. Title III Budget

School: P.S./I.S. 192 BEDS Code: 332000010192

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$16,805.95	(Teachers) x (Hours) x (Rate) Immigrant After School Program = (3) x (20) x (\$49.89)= \$2,993.40 Enrichment/ NYSESLAT = (5) x (40) x (\$49.89)= \$9,978.00 Teacher Preparation = (5) x (7) x (\$49.89)= \$1,746.15 Supervisor = (1) x (40) x (\$52.21)= \$2,088.40
Purchased services - High quality staff and curriculum development contracts.	\$6,500.00	Residency- BRIC Rotunda Arts = \$3,500.00 Residency- Music and Arts, Inc. - 8 sessions @\$375.00 = \$3000.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$9,110.00	General Supplies = \$1,441.00 Subscription for Time for Kids = \$205.00 Hardware= Lenovo Netbooks= \$433 x 13 Netbooks=\$5,629 Books (content area, multicultural, guided reading, bilingual dictionaries, test prep) = \$1835.00
Parent Involvement	504.05	
Travel		
Other		
TOTAL	\$32,920.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At enrollment a trained school staff member meets with parents to make an initial determination of the child's home language through an informal interview with the assistance of translators as needed. This process is formalized through a Home Language Identification Survey (HLIS) which is translated into nine languages. This survey indicates which language is spoken in the child's home. Within the first ten days of school, an orientation meeting is provided for the parents through which they are informed of the available language programs. They complete a Parent Survey and Program Selection Form available in nine different translations. During our parent orientation for newly entitled ELLs, parents are given an opportunity to view a DVD in their native language which informs them of the available program selections. Additionally, we provide an opportunity for our parents to request an interpreter prior to scheduled parent-teacher conferences.

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.

After reviewing the HLIS, we found that 50% of our ESL students' parents speak Spanish as a native language. The remaining ELLs' parents speak Arabic, Russian, Uzbek, Urdu, and other languages. This information is documented in the Comprehensive Educational Plan (CEP).

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.

Our Parent Coordinator is fluent in Spanish and has made herself available for communication with ELLs' parents. In addition, she translates all school correspondence into Spanish for our Spanish speaking parents. For parents speaking other languages, school correspondence includes a translated message in various languages directing them to contact the school for specific translation as needed. We will use bilingual staff members, alternate placement paraprofessionals, the Parent Coordinator, and the family worker to create written translations when the Translation and Interpretation Unit does not make such materials available. We have posted notification on the parent involvement bulletin board of available documents and translation services that the DOE/school provides.

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.

Our bilingual staff members also serve as oral interpreters during new student registration, parent open school week, parent curriculum meetings, parent teacher conferences, and ESL orientation for newcomers. In addition, our Parent Coordinator also holds monthly parent workshops for the book of the month in Spanish. The school's Family Worker also provides ESL classes for adults.

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

We will continue to use the written translations of covered languages provided by the Department of Education, the Parent Coordinator, and other in-house school staff. For example, all entitlement letters for ELLs' parents are sent out in the respective native language. The Guide for Parents of English Language Learners is also provided in parents' native languages.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	480,390.00	166,002.00	646,392.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,803.00	1,671.00	6,474.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,020.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	48,039.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In order to maintain a rigorous teaching and academic program, schools must employ teachers who are highly qualified and fully licensed. At the end of the 2009-2010 school year 97% of our students were instructed by teachers who were designated as highly qualified. In order to increase the percentage of highly qualified teachers to 100% we will utilize Title I funds to assist with tuition reimbursement. Highly qualified teachers will be recruited for our Middle School teaching vacancies.

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

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

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

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

School Parental Involvement Policy Has Been Attached

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

School Parent Compact Has Been Attached

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Please refer to the **Needs Assessment** section for a detailed comprehensive needs assessment.

2. Schoolwide reform strategies that:

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

PS/ IS 192, The Magnet School for Math and Science Inquiry, has a long standing history in using Balanced Literacy on all grades and in all classrooms. The workshop model is visible throughout the school not only during Reader's and Writer's Workshop but throughout the school day and in content area classes as well. Our curriculums in ELA, as well as all other curriculum areas, have been aligned with the National, New York State and New York City Standards. We are beginning to align our ELA curriculum with the newly written Common Core Standards. Our work with Teacher's College has taught us the value of using a standard based curriculum in conjunction with assessment to drive planning and instruction in our efforts to move students closer to meeting and exceeding the standards. The Children First Initiative (CFI) and our Inquiry Teams have enabled us to monitor student growth as well as offer at risk students the interventions needed to succeed in school. At risk services are offered during the school day, extended day and after school as well. In an effort to maintain the positive growth of our students, these comprehensive tutorials and test preparation programs will be continued and made available to all students. We will continue to offer programs in ELA, Math, Science, Social Studies and ESL.

3. Instruction by highly qualified staff.

In order to maintain a rigorous teaching and academic program, schools must employ teachers who are highly qualified and fully licensed. At the time of the last School Report Card (2008-2009), 67% of our students were instructed by teachers who were designated as highly qualified and fully licensed. All but 23% hold valid teaching certificates with 24% teaching out of their certification area.

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, administration, teachers, paraprofessionals, support staff and parents have the opportunity to attend professional development sessions offered in the school or through the network, DOE or outside venues. In school workshops are facilitated by the Instructional Coach, the administration, our support staff and other qualified staff members. Consultants from outside agencies deliver workshops as well. Teachers are encouraged to attend these workshops and bring the information back to the school to share with their colleagues.

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

In order to attract highly qualified teachers with beliefs that are aligned to our teaching philosophies, we will continue to update and maintain our school website. A new school website, an eChalk Community website has been created. Interested teachers will be able to access the school's most current Annual School Report Card to gain a snapshot view of the school community. We will continue to recruit new staff through colleges, universities, recruitment events and the NYC Teaching Fellows program. Teachers who are not highly qualified will be provided with options/ methods to become highly qualified utilizing tuition reimbursement through Title I funds. New teachers will be supported through the New Teacher Mentoring Program, the Instructional Coach and staff developers from outside agencies.

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

Please refer to the **Parent and Community Engagement** section for a detailed accounting of how we intend to increase parental involvement.

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.

Pre-kindergarten students begin the school year on a staggered schedule. To get them ready for their transition to kindergarten, they are included in appropriate age-level school presentations and visiting kindergarten classes in the building. As the school year draws to a close, the pre-kindergarten students are exposed to the routines and procedures in the school cafeteria's breakfast and lunch program. The Parent Coordinator and Family Worker provide ongoing support and workshops to the parents during the school year in an effort to support parental involvement and to prepare for the transition to the next grade. While Kindergarten students do not start school with a staggered schedule as the pre-kindergarteners, their first days of school are shortened to half days to ease the transition from pre-kindergarten. All students, new and returning, are welcomed to school in a nurturing and supportive atmosphere. Teachers, guidance counselors and members of the School Assessment Team are available to help ensure a smooth beginning during these first weeks of school.

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.

While teachers are mandated to administer standardized tests, interim assessments, diagnostic writing assessments, and the TCRWP assessments, the decisions regarding the information garnered from them and its impact on student learning is classroom and teacher based. Student growth is closely monitored through our data gathering and analysis carried out with the support of the Data Team and Inquiry Team facilitators. Information gathered from all assessments is used not only for instructional grouping, but to form AIS groups for students at risk. Communication between the AIS providers, teachers and administration is open and ongoing. Common planning time allows teachers to discuss the common threads in the data, flexible grouping and strategies to help our students achieve. In looking deeply at data, teachers are able to use it to effectively plan for instruction. Teachers, specifically our special education and ESL teachers, monitor their students' performance in relation to the general education population. Clear goals as well as differentiation of instruction and access to intervention programs are offered to our students. Strategies for improving their performance on standardized tests are discussed with all

teachers who support these students. Teachers are given the opportunity to discuss difficulties their students may be having at grade level meetings or at PPT meetings. Intervention strategies are discussed at that time and when necessary and appropriate, students may be recommended for AIS or at risk programs.

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.

Student growth is closely monitored through our data gathering and analysis carried out by the Data Team, the Inquiry Team and the administration. Information gathered from all assessments is used not only for instructional grouping, but to form AIS groups for students at risk. Communication between AIS providers, teachers and administration is open and ongoing. Common planning time allows teachers to discuss the common threads in the data, flexible grouping and strategies to help our students achieve. In looking deeply at the data, teachers are able to use it effectively plan for instruction. Teachers, specifically special education and ESL teachers, monitor their students' performance in relation to the general education population. Clear goals as well as differentiation of instruction and access to intervention programs are offered to our students. Strategies for improving their performance on standardized tests are discussed with all teachers who support these students.

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.

Title I funds will be commingled with funds from other Federal and State programs such as PCEN and local tax levy funds to supplement the State and local resources allotted to the school. This will enable the school to implement a single coherent instructional plan for the entire school community regardless of the students' discipline.

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

Explanation/Background:

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

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

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

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

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

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

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- 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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

Part A: SURR 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 SURR. 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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

1 child

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

The parent fills out a residency questionnaire and ATS is updated with the correct status (T for Temporary Housing). The blue emergency card is updated to reflect this information. The teacher and guidance counselor are notified of this status. The guidance counselor is available and is the contact for any needs the family may have.

Part B: FOR NON-TITLE I SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 192 - The Magnet School for Math and Science					
District:	20	DBN:	20K192	School	332000010192	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	51	54	53		94.0	94.4	94.1
Kindergarten	55	53	62				
Grade 1	58	58	61	Student Stability - % of Enrollment:			
Grade 2	56	66	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	52	57	63		88.9	89.1	92.1
Grade 4	61	63	53				
Grade 5	55	67	70	Poverty Rate - % of Enrollment:			
Grade 6	77	63	70	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	33	76	72		79.0	90.9	90.9
Grade 8	36	39	75				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	5
Grade 12	0	0	0				
Ungraded	0	3	5	Recent Immigrants - Total Number:			
Total	534	599	640	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	17	19

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	85	92	74	Principal Suspensions	9	13	21
# in Collaborative Team Teaching (CTT) Classes	67	54	61	Superintendent Suspensions	5	0	2
Number all others	21	26	35				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	176	186	TBD
# ELLs with IEPs	26	90	TBD
Number of Teachers			
	58	63	66
Number of Administrators and Other Professionals			
	23	23	8
Number of Educational Paraprofessionals			
	4	8	21

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	4	% fully licensed & permanently assigned to this school	100.0	98.4	100.0
				% more than 2 years teaching in this school	74.1	63.5	74.2
				% more than 5 years teaching anywhere	60.3	54.0	60.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	81.0	87.9
American Indian or Alaska Native	0.7	0.5	0.3	% core classes taught by "highly qualified" teachers	95.4	98.6	98.9
Black or African American	3.7	4.3	4.1				
Hispanic or Latino	52.1	50.4	50.6				
Asian or Native Hawaiian/Other Pacific	20.6	21.4	18.6				
White	22.8	23.4	26.4				
Male	56.7	54.1	54.2				
Female	43.3	45.9	45.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	74	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	52.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	10						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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



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Liset Isaac
Principal

Rosaria Pecoraro
Amy Muscarelle
Assistant Principal

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY **2010-2011**

PART I - GENERAL EXPECTATIONS

PS/IS 192 agrees to implement the following statutory requirements:

- The School will implement Family Fun Nights to involve the parents of Title I in consultation with the parents during PTA meetings. The parents will suggest and help plan by giving suggestions to the PTA and the Parent Coordinator and then approving the plan at the monthly meetings.
- The Family Fun Nights will include all parents and have at least one Fun Night that will celebrate cultural diversity. We will send out flyers in English and Spanish and have them translated in other languages as needed.
- We will present a budget at the PTA meetings every month to let the parents know how much is being spent on the Title I activities.
- The parents will have an opportunity to help decide how we spend the Title I money.
- Title I money will also pay for books selected as Book of the Month for Parent Workshops. Workshops will highlight the theme of the book and ideas will be presented of what can be discussed at home.
- Organize trips with the Parent Coordinator and Family Worker to Barnes and Noble twice a year, the Brooklyn Botanic Garden every spring, and other trips.
- The Parent Coordinator and the Family Worker will organize a variety of parent celebrations during the year.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- 1) The SLT is comprised of 50% parents who along with other members help to formulate the CEP.
- 2) PS/IS 192 will integrate parental involvement strategies in Title I programs such as
 - a) Reading Recovery
 - b) Funded Literacy and Math Programs
 - c) Universal, Title I, and Targeted Plus Pre-K Programs

- 3) **PS/IS 192 will conduct with the help of the parents an annual evaluation of the effectiveness of this parental involvement policy so that it may be improved if needed. This evaluation will include identifying barriers to greater parental involvement, with particular attention to language barriers. The school will use the findings to revise and make more effective parental involvement policies. This information will be relayed to parents at the PTA Meetings, through School Messenger, and through the school newsletter.**
- 4) **By involving the parents in The PTA, SLT and various other school parent committees we will form a strong partnership. We will develop instructional resources such as:**
 - a) **Parent Handbook distributed every September to parents. To ensure that parents can access ARIS and resolve any issues they may encounter within ARIS.**
 - b) **Various workshops for parents with the Parent Coordinator, Family Worker and other staff. Topics such as: homework help, HIV /AIDS information, Literacy, and safety will be covered. Also, our Family Worker and Pre-K Family Social Worker will host ongoing ESL classes for parents, as well as host workshops on the development of children, healthy habits for life, how to discipline your child, Parenting for school success and others.**
 - c) **A parent monthly newsletter which highlights all the topics of instruction taking place at each grade level. A monthly school calendar which lets parents know of school events in advance.**
- 5) **The school will communicate with the parents in a manner that the parents can understand by:**
 - a) **Maintaining a welcoming Parent Room.**
 - b) **Maintaining a Parent Lending Library.**
 - c) **Speaking to parents wherever we see them, including at arrival and dismissal.**
 - d) **Inviting and reminding parents of school activities and events.**
 - e) **Sending out flyers and messages on the School Messenger inviting parents and reminding them of school events.**
 - f) **Helping them with school related issues and other concerns. If we can't help, we steer them towards someone who might be able to help.**
 - g) **Translating all papers that go to the parents. Translate for parents at meetings, parent-teacher conferences and in the office.**
 - h) **Reminding parents that we have staff that can communicate with them in their language.**
 - i) **Letting parents know that the Parent Coordinator can help them with their concerns or questions.**
 - j) **Using the School Messenger to communicate with parents/guardians any important events or news.**
 - k) **Letting parents know they can come to the Parent Coordinator to see the progress of their children through the ARIS portal and get help to log on to ARIS. The Parent Coordinator helps to resolve any ARIS issues that may arise.**

PS/IS 192's SCHOOL PARENT/GUARDIAN COMPACT

It is our belief that student performance will improve as a result of our cooperative efforts to support this compact. This is a three way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibility in an effort to succeed.

SCHOOLS RESPONSIBILITIES:

- ❖ To convene an annual meeting of Title I parents/guardians to inform them of the program and of the expectation that it will involve them.
- ❖ To offer a number of meetings at various times and work with parents/guardians to eliminate barriers to their attendance.
- ❖ To provide effective Parent/ Guardian/ school communications.
- ❖ To provide varied opportunities for parents to participate in their child's classroom activities.
- ❖ To assure parents that they can participate in developmental literacy and math workshops.
- ❖ To provide parents/ guardians with timely information in their native language on programs and workshops offered.
- ❖ To ensure parents can access ARIS and resolve any issues they may encounter within ARIS.

PARENT/ GUARDIAN RESPONSIBILITIES:

- ❖ Provide a quiet place to do homework.
- ❖ Set aside a specific time to do homework.
- ❖ Provide a study area that is well-lit and equipped with pens, pencils, paper, etc.
- ❖ Look over homework assignments to check for understanding.
- ❖ Sign and return all papers that require a parent/guardian signature.
- ❖ Encourage positive attitudes toward school.
- ❖ Read to your child and encourage daily reading.
- ❖ Require regular school attendance with uniform.
- ❖ Attend Parent-Teacher Conferences.
- ❖ Inquire about your child's progress.
- ❖ Take an active role in school functions-PTA meetings, Family Fun Nights, Parent workshops, etc.
- ❖ Make sure your child comes in on time and be here on time to pick him or her up.
- ❖ To become involved in developing and implementing the School Parent/ Guardian Involvement Policy.
- ❖ To ask for information on what kind of assistance is available to help become more efficient in assisting out children educationally.
- ❖ To monitor our children's attendance at school.
- ❖ To share in the responsibility in improving our children's achievement in school.

STUDENT RESPONSIBILITIES:

- ❖ Ask the teacher any questions about the homework to make sure you understand.
- ❖ Take home materials and information needed to complete the assignment.
- ❖ Complete homework in a thorough, legible and timely manner.
- ❖ Return homework on time and signed.
- ❖ Comply with school rules.
- ❖ Attend school regularly wearing your school uniform.
- ❖ Be respectful of others.
- ❖ Respect the personal rights and property of others.

TEACHER RESPONSIBILITIES:

- ❖ Provide quality teaching and leadership.
- ❖ Respect cultural, racial and ethnic differences of your students.
- ❖ Assign homework using grade-level time limits.
- ❖ Give positive, corrective feedback.
- ❖ Recognize that students are accountable for every assignment.
- ❖ Check that homework has been completed and signed.
- ❖ Hold at least two Teacher-Parent Conferences annually.
- ❖ Alert parents/ guardians to children performing poorly and give advice on how to help.

Parent Signature _____

Student Signature _____

Teacher Signature _____

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 20	School Number 192	School Name P.S./I.S. 192 Bkln
Principal Liset Isaac		Assistant Principal R. Pecoraro, A. Muscarelle	
Coach Pam Mullin		Coach n/a	
Teacher/Subject Area Lynn Arola / Sp.Ed.		Guidance Counselor Ethel Kaufold	
Teacher/Subject Area David Perez /Science		Parent Ingrid Rojas	
Teacher/Subject Area Angela Hernandez/Spanish		Parent Coordinator Yolanda Fioriello	
Related Service Provider Janine Kraljev		Other n/a	
Network Leader Neal Opramalla		Other n/a	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	586	Total Number of ELLs	217	ELLs as Share of Total Student Population (%)	37.03%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

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

1. At registration and throughout the school year, the Pupil Accounting Secretary notifies the ESL (English as a Second Language) Coordinator and teachers to interview the parents to determine the language(s) spoken in the home. Based on this determination, the ESL staff then administers the Home Language Survey which includes an informal oral interview in English with the parent and the student regarding the students' home language. This Home Language Survey is translated into nine languages. When additional translation is needed, we call on a staff member who is on the translation committee to assist with the process. These translators have been trained by the ESL staff to conduct the interview appropriately. Based on the completed Home Language Survey, the ESL staff determine whether or not the student is eligible to take the LAB-R (Language Assessment Battery - Revised). The results of this assessment determine a student's language proficiency, potentially qualifying them for state mandated services for ELLs. Students who speak Spanish and are eligible for ESL services per the LAB-R are also assessed through a Spanish LAB to determine language dominance. The Spanish LAB is administered only once at the time of initial enrollment. Each spring ELLs are administered the NYSESLAT to determine English proficiency and eligibility for ESL services. Students who become proficient based on this assessment exit the program. For students who were already enrolled and entitled to receive ESL in the previous year, we review their scores from the previous spring's NYSESLAT. These results dictate the number of periods of ESL services they will receive in current school year. To prepare students for the NYSESLAT exam, ESL teachers use test preparation books produced by Attanasio and Associates during an after school NYSESLAT preparation program available to students at all levels and grades in the months preceding the administration of the exam. We also hold several workshops for parents separated according to the different testing bands in order to inform them about test structure and expectations, encouraging them to work with their children in all four modalities of language development. Parents are also informed of the testing dates and provided an explanation of the test through an official letter produced by the Department of Education.

2. Within ten days of a student being identified as an English Language Learner (ELL), as per the Home Language Survey and LAB-R, parents are invited to an orientation that provides information about the ESL program and the LAP (Language Allocation Program). At this orientation, parents are presented with a folder which includes a parent guide for ELLs in their native language and a parent survey program selection form. ESL teachers, along with translators, explain all three program choices: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. Available translators include L. Vilatorro and Y. Fioriello (Spanish), S. Zapasner and V. Tackenko (Russian), P. Ip (Chinese), A. Sadeque (Urdu), A. Orfin (Polish). Parents also view a video presentation in their native language which explains the instructional programs that support the needs of their children and gives them the options of program choices for ELLs. For new students who arrive later in the year, individual orientations are provided in one-to-one meetings.

3. After the presentation, parents are asked to complete the program survey and program selection form, again with the help of translators if needed. Parent Surveys and Program Selection Forms are provided in the native language when available. As a follow up, if a parent is unable to attend the orientation, the ESL teacher, with the help of the parent coordinator, attempts to schedule a meeting with the parent at their convenience. If for any reason the parent is unable to come to school, an ESL staff member will attempt to conduct the selection process on the phone with a translator if needed. If a parent selection form is not completed, the school will automatically place the student in a TBE Program, if it is available. Otherwise, the student will be placed in an ESL Program. After program selection is noted, parents are provided with an entitlement letter regarding the program in which the student is placed. Entitlement letters are also provided for parents whose children will continue to receive ESL services. Providing parents with notifications and information and maintaining a dialogue with them is the core of informed parent choice.

4. According to parent preferences, as shown on the Program Selection Form, we currently provide ESL services through the push-in/pull-out model of instruction. An explanation regarding how our program works is provided during the parent orientation meeting mentioned above. When parents opt for either TBE or Dual Language programs, they are consulted with individually to address their needs. Students' specific language needs are assessed through the LAB-R, which determines their language proficiency levels.

5. Consistently, when given the program choices, over 95% of our ELL parents have opted for a free-standing ESL program as the form of instruction for their children.

6. Based on the trend described above, at P.S./I.S. 192, we provide an ESL program based on the push-in/pull-out model so as to align with parent preferences. If a parent opts for a TBE or Dual Language program, parents are informed at orientation that their Program Selection Form is kept on file until the required number of students for a TBE or Dual Language Program becomes available. They are informed that once this option becomes available, a bilingual or dual language class will be formed and they will be given the

opportunity to have their child participate in this program. If we do not have the number of eligible pupils for a TBE or Dual Language Program, we offer them the option to transfer to a building where these programs are available. A parent who chooses not to exercise the transfer option is informed that his or her child will be participating in a freestanding ESL program. The ESL Coordinator tracks these students as well as incoming students during the school year. If and when we meet the mandated number of 15 students in a grade or two consecutive grades who opted for a TBE or Dual Language class, then we will form the appropriate program at P.S./I.S. 192 and will invite back students who chose to transfer to another school to access a bilingual program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	2	3	2	3	5	3	5	5					31
Total	3	2	3	2	3	5	3	5	5	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	217	Newcomers (ELLs receiving service 0-3 years)	117	Special Education	74
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	8

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

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

ESL	142	0	25	56	0	38	19		11	217
Total	142	0	25	56	0	38	19	0	11	217
Number of ELLs in a TBE program who are in alternate placement: <u>15</u>										

C. Home Language Breakdown and ELL Programs

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

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	13	13	12	13	11	8	9	16					111
Chinese	0	1	1	1	0	5	2	0	2					12
Russian	5	1	1	1	0	1	0	1	1					11
Bengali	1	1	1	2	1	2	1	1	0					10
Urdu	2	2	4	4	1	2	0	0	1					16
Arabic	0	0	0	0	3	1	2	4	2					12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	1	0	0	0	1	1	0	0					3
Albanian	0	0	0	0	0	0	0	0	1					1
Other	1	2	3	6	1	7	8	7	6					41
TOTAL	25	21	23	26	19	30	22	22	29	0	0	0	0	217

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. We currently have five full-time certified ESL teachers at P.S./I.S. 192: Hannah Rosenrauch (Coordinator), Leslie Vilatorro, Alison Duff, Emily Mackin, and Aubrey Korneta. Due to the overwhelming response by parents on the parental survey selection, we have implemented a freestanding ESL program which incorporates the push-in/pull-out model of instruction. Through the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. The pull-out model students are brought together from various classes for English acquisition/focused instruction based on literary and content topics. This allows us to engage ELLs through linguistically relevant literature and teach rigorously in the different content areas.

Overall, classes in our school are heterogeneously grouped on each grade level; as such, when we push-in to a classroom, the ESL population is also heterogeneously grouped. When pulling students out to receive ESL services, the groups are formed homogeneously based on proficiency level (Beginner with Intermediate groupings and Advanced groupings). In the upper grades, ESL students from consecutive grades are also mixed to form pull-out groups.

2. The cognitive and linguistic skills of students in grades K-8 (at the beginning and intermediate levels of English proficiency) are developed by receiving 360 minutes of ESL instruction per week. Students at the advanced level receive 180 minutes of ESL instruction per week.

3. At P.S./I.S. 192 our freestanding ESL program's goals are as follows:

- Provide academic content area instruction in English
 - Use ESL methodology and instructional strategies
 - Use native language support to make content comprehensible
- Incorporate ESL strategic instruction
- Assist students to achieve the state designated level of English proficiency for their grade according to the NYSESLAT
- Help ELLs meet or exceed New York state and city academic standards

Through the push-in model, we work collaboratively with the classroom teachers to address the various needs of the ELLs. To differentiate instruction, the ESL teacher brings various materials to incorporate into the lesson (e.g. picture cards, big books, graphic organizers). Classrooms have extensive libraries that are leveled for appropriate and appealing book choices for our ELLs, including bilingual dictionaries. Native language picture books in various genres are also available in ESL classrooms. Teachers also have access to the Imagine Learning program, a technology based program designed for ESL students.

Through the pull-out model, we teach ESL concepts and strategies through literature and content area topics. We emphasize vocabulary development with support from picture cards and authentic literary contexts. We also address phonics needs through Words Their Way word study. Based on the Teachers College Reading and Writing project, ELLs, primarily Advanced students, also develop their writing through various genres. Instruction is differentiated based on need and abilities.

Additionally, scaffolding strategies will continue to be used for our ELLs' academic development. Language and content area lessons implement the six forms of instructional scaffolding techniques: Modeling, Bridging, Contextualization, Schema Building, Text Re-Presentation, and Metacognition in order to support and amplify English language acquisition competence in ELLs. A TPR (Total Physical Response)

approach is further implemented to help our newly arrived immigrants develop receptive language. They are also encouraged to use bilingual dictionaries to help them improve their vocabulary acquisition. Newcomers who are literate in their native language (L1) are encouraged to respond in that language until they acquire sufficient written English language skills. In addition, ELL instruction will continue to be aligned with the citywide comprehensive core curriculum in math and literacy.

4a. Currently, there are no SIFE students in the building. Were there to be any in the future, we would bring this matter to the attention of the classroom teacher so that the teacher can plan effectively for the student's success. We would also involve our Academic Intervention Services (AIS) personnel by offering small group literacy instruction to these students. Our school guidance counselor and psychologist would be available for support, in order to help these students make an easier transition to our school. Additionally, we would stress the need for SIFE students to attend after-school sessions, as well as summer school. Furthermore, we would provide any future SIFE students with tutorial services during Extended Day to help them meet the rigorous academic standards.

4b. Our school has seen a significant influx of new immigrants this year (less than 1 year). According to current research, it takes approximately 3-5 years for second language learners to acquire Basic Interpersonal Communication Skills (BICS) and 7-10 years to acquire Cognitive Academic Language Proficiency (CALP). During the 37 ½ minutes of extended time and during ESL instructional time, ESL teachers work with these students to strengthen their English language skills. Since newcomers are at the beginning level of English language acquisition we stress activation of prior knowledge, phonemic awareness, TPR, repetition, retelling, big books, songs, chants, poetry and vocabulary building skills. Students who are literate in their L1 are encouraged to respond in their native language until they acquire sufficient written English language skills. We also plan to offer an after-school program for our new immigrants. Research has also shown that newcomer programs help to support the adjustment of immigrant students to the language and schooling of their new country. Additionally, we have recently acquired the Imagine Learning technology based program, which is a fully interactive, step-by-step language acquisition program that assesses students' current language abilities and provides activities that address areas of needed development.

As per NCLB (No Child Left Behind), newcomers who enter an American school are required to take the Math and content area exams. Additionally, all ELLs are required to take the ELA Exam after one full year of enrollment. In order to help these students meet the new mandates, ESL teachers incorporate content area topics during ESL instruction. Specifically in regard to math, we provide vocabulary and comprehension assistance to our ELLs when pushing into the classrooms in alignment with the Everyday Mathematics curriculum. P.S./I.S. 192 offers after-school test prep for all content area exams. When available, newcomers are given the option to take formal assessments in native language versions. In preparation for the NYSESLAT, ESL teachers use Attanasio and Associates test prep resources during an after-school program.

4c. We currently have 56 ELLs who have received four to six years of ESL services; 38 of these students are identified as having special needs. The ESL staff works collaboratively with the classroom and content area teachers to differentiate instruction. This allows us to evaluate the students' strengths and weaknesses and plan our lessons accordingly.

After analyzing the NYSESLAT scores from spring 2010 we observed that most of the general education students scored at the proficient level in the listening and speaking modalities. However, many of these students still struggle with the reading and writing modalities, remaining as Advanced ELLs. Special education students within this service range also score lower in reading and writing.

After analyzing the data from the ELA exam we found that most of our ELLs are below or approaching standard, partially due to the recent shift in testing standards. When the ESL teacher pushes into the classroom during the reading and writing workshop as well as when students are pulled out for ESL, the focus will be on helping these students master the ELA standards. We will emphasize helping them understand procedures and written directions, story elements and key vocabulary, collecting and interpreting data from unfamiliar texts, making inferences, making predictions, evaluating information, ideas and opinions in texts, determining meaning of unfamiliar words through context clues, identifying information that is implied rather than stated, and using specific evidence from stories to describe characters actions and sequence.

After reviewing the NYS Math scores, we found that many of our ELLs are approaching or are on standard. We observed that some ELLs still need support in the following areas: estimating numbers, adding and subtracting three digit numbers, multiplication facts, geometry, adding and subtracting fractions, reading and interpreting graphs, making change using money, problem solving, and analyzing patterns. In order to help the ELLs be on standard in these areas, the ESL teacher will incorporate math literature, manipulatives, math games, and flash cards into the lesson.

4d. Currently, we have 27 long term ELLs (more than 6 years of ESL services), 11 of which are special education students (see below for specific interventions related to special education). The ESL teachers enhance their instruction with small group attention, guided reading, hands-on manipulatives, repetition, picture cards, and graphic organizers. They continue to use the Rigby On Our Way to English Program, Achieve It: Reading and Language Arts Program, and Avenues Literacy and Content Curriculum during ESL instruction.

Additionally, all long term ELLs are mandated for the 37 ½ minutes of extended time during our school day. During this time the classroom

teachers and ESL teachers support these students through small group instruction.

4e. We currently have 74 students with special needs; this makes up 34% of our overall ELL population. These students receive intensive interventions, assessments, and monitoring for results during small group literacy instruction. Due to the fact that most of our special education students have not met the performance standard in reading or writing, we will assist these students in these modalities. The AIS teachers will use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies. These teachers push-in and collaborate with classroom teachers to meet the needs of long term ELLs. The IEP teacher uses the SONDAY Program, Foundations Phonics Program, and Wilson Reading Programs, which are multi-sensory reading, writing, and spelling programs using explicit systematic instruction. The Special Education Teacher Support Service (SETSS) also works with our long term ELLs through small group instruction.

The ESL teacher will assist them with strategies for pre-writing, drafting, revising, editing, and publishing. This allows students to focus on one task at a time and experience feedback from conferences and peers. We found that our special needs students need additional assistance with the following strategies: organizing, paragraphing, sentence variety, order of ideas, spelling, grammar, and punctuation. During the reading workshop, we will form guided reading groups and focus on key vocabulary and reading comprehension. In order to help these students approach standards in math, we will use manipulatives, math literature, games, Brain Pop videos using the Smartboard, and flash cards.

Based on our observations, we have concluded that some special education students frequently do not struggle with language issues, and rather their learning disabilities inhibit them from reaching proficiency in English according to the NYSESLAT. We intend to refer specific students to the Support Assessment Team (SAT) to consider designating them as x-coded students. We currently have 24 x-coded students (ESL services removed per their IEP). X-coded students still have the opportunity to receive ESL support in preparation for the NYSESLAT through an after school program. As well, special education teachers receive explanations and samples of the NYSESLAT so that they are familiar with the expectations to which the x-coded students are held. ESL staff are available to provide and articulate ESL strategies for teachers that work with x-coded students.

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

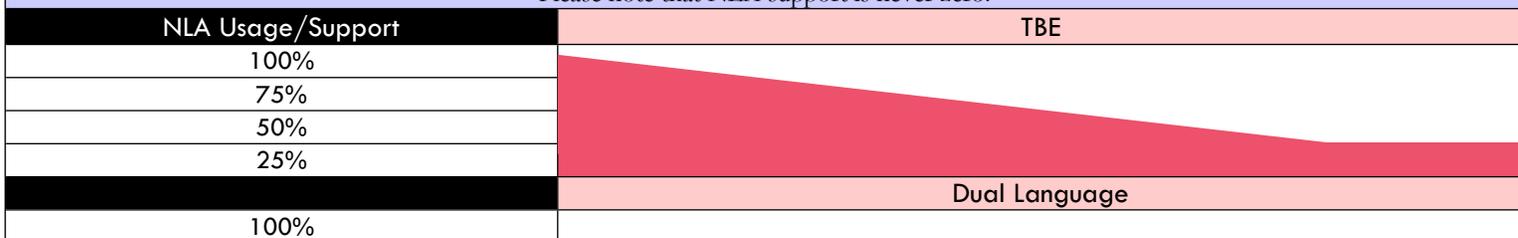
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. ESL teachers provide classroom teachers with collaborative planning sheets on a weekly basis to ensure that we can apply ESL strategies to content instruction, making information more accessible for our students. Within content area instruction, such as math, ELA, science, and social studies, a heavy emphasis is put on vocabulary and comprehension drawn from authentic literature contexts. This way our ELLs receive rigorous instruction in content areas, enabling them to meet academic content standards.

The AIS teachers also push into classrooms and collaborate with classroom teachers to meet the needs of ELLs. At times they also pull students out to work in small groups. Depending on the content area, they provide specific assistance regarding new and reviewed content. They also use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies.

The IEP teacher uses the SONDAY Program, Foundations Phonics Program, and Wilson Reading Programs, which are multi-sensory reading, writing, and spelling programs that use explicit systematic instruction.

The Special Education Teacher Support Service (SETSS) also works with our ELLs through small group instruction within the classrooms.

6. When ELLs reach proficiency, they exit the ESL program. At this point, the reading teacher, the math specialist, and other AIS personnel

offer support services as a follow-up to ensure continued academic success for two years. Former ELLs continue to receive testing modifications for two additional years on statewide exams. We also continue to offer these students the opportunity to attend the ESL after school program.

7. This year we plan to incorporate the use of Imagine Learning, a technology based language acquisition program, specifically focusing on our Beginner ESL students. Imagine Learning will allow classroom teachers to direct new ESL students to use the program during the reading and writing workshop.

8. We do not intend to discontinue any programs or services this year.

9. ELLs are integrated into all levels of the curriculum here at P.S./I.S.192. For literacy, we follow Teachers College units of study in the reading and writing workshops. We use Everyday Mathematics in grades (K-5), and Impact Math in grades (6-8). Students receive science and social studies instruction across the grades. We offer programs in art, music, music and movement, physical education, drama, and technology in the classroom for all students. Many extracurricular activities are made available to all students, such as ballroom dancing, chess, cooking, photography, baking, computer and technology, and scrapbook making. Test prep programs are offered to our ELLs as an after school program for all major city and state exams, including the NYSESLAT exam.

10. Materials used for our ELL population include:

- Classroom libraries including Big Books
- Bilingual libraries in the ESL classroom
- Developmental Learning Materials (DLM) for language acquisition
- English and Bilingual dictionaries
- Leapfrog Quantum pad - a multi-sensory program for English language development , providing strategies to help students build vocabulary
- Rigby's On Our Way to English – ESL language, literacy, and content curriculum set for grades K-5
- Into English for grades K-2
- Avenues – for newcomers in an after-school program
- Achieve It – used during the Pull-Out model in grades 3 -5, for reading and language arts test preparation instruction
- NYSESLAT and Beyond by Attanasio and Associates – focusing on the four modalities to assist in test preparation for grades K-8
- Jazz Chants: Fairy Tales - for grades 3-6
- Santillana Intensive English for grades K-2
- Poetry Power for ESL for grades K-3
- Readers Theatre for fluency and comprehension used across the grades
- Imagine Learning – technology based language acquisition program for grades K-8

11. At this time, we do not have any bilingual or dual language classes in the building. However, students who are literate in their L1 are encouraged to respond in their native language until they acquire sufficient written English language skills. Since literacy skills in L1 facilitate the development of L2 literacy, we encourage our classroom teachers to allow the use of L1 in all necessary and appropriate contexts, for example referring to common cognates. When possible, newcomers are paired with students who speak their native language and have a command of English. Additionally, we have bilingual picture dictionaries/books of the languages spoken in our school available in various languages located in the ESL classrooms. Classroom teachers have free access to utilize these resources for their ELL population. Classroom teachers with multilingual knowledge are encouraged to refer to other languages when students need additional direction.

We encourage our teachers and students in the upper grades to use translation websites in order to further their comprehension and participation of ELLs in the classroom. Here is a list of some commonly viewed websites that can be used to incorporate the native language into the classroom, provide translation documents for home-school correspondence, and assist newcomers who are literate in L1 with class work and homework assignments.

Translation Support Websites

1. <http://www.skatelog.com/translate.htm>
2. <http://www.freetranslation.com/>
3. <http://www.foreignword.com/>
4. <http://babelfish.altavista.com/>
5. http://www.google.com/language_tools
6. <http://www.wordreference.com>

The above websites are provided to teachers through professional development and memoranda from the ESL department.

12. Classrooms have extensive libraries that are leveled for appropriate and appealing book choices for our ELLs across the grades. ESL classrooms also have leveled libraries provided by Rigby – On Our Way to English. The ESL teachers work within specific, continuous grade bands so as to improve their ability to collaborate with classroom teachers and better serve ESL students.

13. During June of 2011 when the parents of Pre-K students come to the school to re-enroll their students for Kindergarten, we will meet with parents to fill out updated versions of the Home Language Survey. Based on our review of the HLS, we will invite parents of potential ELLs to hear an explanation of the assessment procedures for identification of English proficiency (LAB-R), encouraging them to work with their children in various ways over the summer to boost their English language development.

14. P.S./I.S. 192 became a K-8 school as of 2008 so we now offer Spanish as a foreign language to grades 7 and 8. ELLs have equal access to this language learning opportunity.

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

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

1. We will continue to offer in-house staff development on how to utilize ESL strategies to our general and special education teachers and paraprofessionals during non-attendance days. We also encourage our guidance counselors, psychologists, speech therapists, occupational/physical therapists, parent coordinator, and secretaries to attend. Professional development sessions will entail demonstration lessons tailored to an ELL population, ESL methodologies in the content area and differentiated instruction. Lessons will consist of the unique needs of ELLs as they simultaneously acquire language and literacy skills in the four modalities: listening, speaking, reading, and writing. Additionally, all meetings and professional development sessions that are attended by our ESL teachers will be turn-keyed to school staff. The Department of Education provides a menu of workshops offered by the Office of English Language Learners (OELL). These workshops focus on effective instructional strategies integrating language learning across the curriculum.

Facilitators from Teachers College provide in-house professional development for all grades and ESL staff members. They demonstrate various strategies within the units of reading and writing. Debriefing sessions are held before and after lessons that they model in lab-site classrooms. Teachers also have the opportunity to attend workshops held at Teachers College to strengthen their understanding and implementation of the units of study in reading and writing.

2. We collaborate with teachers to help them become aware of students' backgrounds as they transition from one grade to the next. We ensure that students are comfortable in the new setting, for example providing at least one other student in their class who speaks the same native language. We also communicate with the school counselor about concerning issues.

3. Newly appointed teachers receive the mandated 7.5 hours of ELL training through various external or in-house sources. These records are monitored and kept on file as part of the responsibilities of the principal and assistant principals.

E. Parental Involvement

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

1. In order to encourage parental involvement, we invite parents to attend formal and informal events. The ESL team offers workshops to help parents know how to better support their children academically. For example, last year we led a workshop that empowered parents to read aloud with their students in ways that are academically constructive.

Our school sends all official school correspondence in both English and Spanish, and other languages as needed. We provide translation services during Parent-Teacher conferences by utilizing our Parent Coordinator and bilingual staff members. Throughout the school year, they host family night events such as arts and crafts, pajama night, and chorus and band assemblies to encourage fellowship and collaboration between our parents and school staff.

Our Parent Coordinator, in conjunction with our Family Worker, offers ESL classes, field trips, Book of the Month readings as well as arts and craft workshops. Our parents are involved and consulted at multiple levels which include the PTA and its functions, publishing parties, open school week, general assemblies and concerts, multicultural food festivals, book fairs, fund raising activities and the School Leadership Team.

2. Based on our understanding of parent needs, our school has provided various venues of support for our students' parents such as Learning Leaders (which empowers parents to become volunteers in the school), Nutrition Workshops from Cornell, and UFT Educational Workshops that help parents challenge and help their children in their school work.

3. We evaluate parents needs based on communication with the parent coordinator, conversations with our students, and through meeting with the parents at school meetings or programs. Parent teacher conferences also provide us with time to consult with the parents about student needs and their needs in general. Prior to these parent teacher conferences, a letter is sent home allowing the parents to indicate whether or not they will need a translator and in what language. We find that many of our parents are not proficient in English, so translation is necessary when communicating. The school takes the responsibility to find the necessary translators through the Translation and Interpretation Unit to make this communication possible.

4. Because many of our parents are not fluent in English, many workshops and events are held that help parents develop their abilities in English. Additionally, parents are provided with tools and strategies to support and challenge their children even when/if they do not speak the same language as the course work.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	8	4	3	4	10	5	5	6					54
Intermediate(I)	6	10	7	15	10	9	6	6	14					83
Advanced (A)	10	3	12	8	5	11	11	11	9					80
Total	25	21	23	26	19	30	22	22	29	0	0	0	0	217

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

	I		2	2	3	1	3	5	5	3				
	A		9	14	7	7	10	11	10	15				
	P		9	7	13	9	13	8	4	9				
READING/ WRITING	B		7	4	1	3	6	2	2	5				
	I		12	7	13	10	10	7	6	14				
	A		1	10	8	4	11	15	9	7				
	P		0	2	1	0	0	0	2	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	5	3		21
4	16	10	1		27
5	13	10	1		24
6	10	10	1		21
7	27	13	2		42
8	5	3	0		8
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		10		2				23
4	7		18		4				29
5	4		17		7				28
6	7		8		9				24
7	12		17		14				43
8	5		4		2				11
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		12		6				24
8	1		1		13		9		24
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9		1		9				19
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

1. At P.S./I.S. 192, we use a variety of assessments to evaluate our students' literacy progress and achievement. Once each quarter, TCRWP assessments are conducted. TCRWP Assessments provide a profile of our ELL students' strengths and weaknesses. This assessment consists of a differentiated spelling inventory (primary, elementary and intermediate) that correlates to students' reading levels. Running records are also administered which measure students' ability to decode and comprehend text based on literal and inferential information. Running records are administered more frequently based on when teachers identify that students are ready to progress to higher reading levels. Observations are recorded for students' understanding of concepts of print and book handling. Teachers differentiate instruction based on the results of the assessments. Strengths and weaknesses are noted and flexible groups are formed for small group instruction.

Students' writing abilities are assessed using a Diagnostic Writing Assessment (DWA). This tool assesses the students' writing in the areas of focus, organization and craft in the narrative genre. Individualized instruction and small groups are formed based on the analysis of the students writing.

The ESL teachers also utilize these results to scaffold our instruction to meet student groups' specific needs. During Inquiry Meetings, we discuss the assessment results from classroom teachers, to drive instruction for ELLs.

As of now, considering that it is still early in the school year, literacy assessments are in process and have not yet concluded. The results of these assessments are updated multiple times throughout the school year to drive instruction.

2. When reviewing the RLAT (LAB-R and NYSESLAT Exam History Report) for 2010 we noted a steady increase of students reaching proficiency on the NYSESLAT (29 students from grades K-8). We also noticed a steady movement across levels for the vast majority of our ELLs. Across the grades, we found that most of our ELLs scored at the intermediate (38%) or advanced (37%) levels of proficiency.

3. After evaluating the NYSESLAT scores for the specific modalities, we noticed that the majority of our students scored advanced or proficient on the listening and speaking sections. However, most students scored intermediate or advanced on the reading and writing portions. With this data in mind, our focus will be on reading and writing for all grade levels.

Patterns across the NYSESLAT modalities reveal that instructional strategies for kindergarten through grade three should include the following: books on tape, Quantum Pad Learning System (multisensory reading program for ELLs), reading aloud, big books, group work, word study, partner reading, graphic organizers, shared writing, instruction through the language experience approach.

In grades four through eight, our focus will be on a rigorous instructional repertoire for academic content, vocabulary, and writing strategies, such as graphic organizers and shared writing, to assist with the writing process (pre-writing, organizing, editing, revising, and publishing).

4a. After analyzing the data from the ELA exam we found that most of our ELLs are below or approaching standard, partially due to the recent shift in testing standards. When the ESL teacher pushes into the classroom during the reading and writing workshop, as well as when students are pulled out for ESL, the focus will be on helping these students master the ELA standards. We will emphasize helping them understand procedures and written directions, story elements and key vocabulary, collecting and interpreting data from unfamiliar texts, making inferences, making predictions, evaluating information, ideas and opinions in texts, determining meaning of unfamiliar words through context clues, identifying information that is implied rather than stated, and using specific evidence from stories to describe characters actions and sequence.

After reviewing the NYS Math scores, we found that most of our ELLs are approaching standard. Otherwise, they are split fairly evenly between below standard (Level 1) and on standard (Level 3). We observed that some ELLs still need support in the following areas: estimating numbers, adding and subtracting three digit numbers, multiplication facts, geometry, adding and subtracting fractions, reading

and interpreting graphs, making change using money, problem solving, and analyzing patterns. In order to help the ELLs be on standard in these areas, the ESL teacher will incorporate math literature, manipulatives, math games, and flash cards into the lesson.

The data from the 2010 Fourth Grade Science Exam shows that about half of our ELLs are approaching standard. Twenty –five

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	480,390.00	166,002.00	646,392.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,803.00	1,671.00	6,474.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,020.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	48,039.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In order to maintain a rigorous teaching and academic program, schools must employ teachers who are highly qualified and fully licensed. At the end of the 2009-2010 school year 97% of our students were instructed by teachers who were designated as highly qualified. In order to increase the percentage of highly qualified teachers to 100% we will utilize Title I funds to assist with tuition reimbursement. Highly qualified teachers will be recruited for our Middle School teaching vacancies.

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

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

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

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

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

School Parental Involvement Policy Has Been Attached

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

School Parent Compact Has Been Attached

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Please refer to the **Needs Assessment** section for a detailed comprehensive needs assessment.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- 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.

PS/ IS 192, The Magnet School for Math and Science Inquiry, has a long standing history in using Balanced Literacy on all grades and in all classrooms. The workshop model is visible throughout the school not only during Reader's and Writer's Workshop but throughout the school day and in content area classes as well. Our curriculums in ELA, as well as all other curriculum areas, have been aligned with the National, New York State and New York City Standards. We are beginning to align our ELA curriculum with the newly written Common Core Standards. Our work with Teacher's College has taught us the value of using a standard based curriculum in conjunction with assessment to drive planning and instruction in our efforts to move students closer to meeting and exceeding the standards. The Children First Initiative (CFI) and our Inquiry Teams have enabled us to monitor student growth as well as offer at risk students the interventions needed to succeed in school. At risk services are offered during the school day, extended day and after school as well. In an effort to maintain the positive growth of our students, these comprehensive tutorials and test preparation programs will be continued and made available to all students. We will continue to offer programs in ELA, Math, Science, Social Studies and ESL.

3. Instruction by highly qualified staff.

In order to maintain a rigorous teaching and academic program, schools must employ teachers who are highly qualified and fully licensed. At the time of the last School Report Card (2008-2009), 67% of our students were instructed by teachers who were designated as highly qualified and fully licensed. All but 23% hold valid teaching certificates with 24% teaching out of their certification area.

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, administration, teachers, paraprofessionals, support staff and parents have the opportunity to attend professional development sessions offered in the school or through the network, DOE or outside venues. In school workshops are facilitated by the Instructional Coach, the administration, our support staff and other qualified staff members. Consultants from outside agencies deliver workshops as well. Teachers are encouraged to attend these workshops and bring the information back to the school to share with their colleagues.

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

In order to attract highly qualified teachers with beliefs that are aligned to our teaching philosophies, we will continue to update and maintain our school website. A new school website, an eChalk Community website has been created. Interested teachers will be able to access the school's most current Annual School Report Card to gain a snapshot view of the school community. We will continue to recruit new staff through colleges, universities, recruitment events and the NYC Teaching Fellows program. Teachers who are not highly qualified will be provided with options/ methods to become highly qualified utilizing tuition reimbursement through Title I funds. New teachers will be supported through the New Teacher Mentoring Program, the Instructional Coach and staff developers from outside agencies.

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

Please refer to the **Parent and Community Engagement** section for a detailed accounting of how we intend to increase parental involvement.

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.

Pre-kindergarten students begin the school year on a staggered schedule. To get them ready for their transition to kindergarten, they are included in appropriate age-level school presentations and visiting kindergarten classes in the building. As the school year draws to a close, the pre-kindergarten students are exposed to the routines and procedures in the school cafeteria's breakfast and lunch program. The Parent Coordinator and Family Worker provide ongoing support and workshops to the parents during the school year in an effort to support parental involvement and to prepare for the transition to the next grade. While Kindergarten students do not start school with a staggered schedule as the pre-kindergarteners, their first days of school are shortened to half days to ease the transition from pre-kindergarten. All students, new and returning, are welcomed to school in a nurturing and supportive atmosphere. Teachers, guidance counselors and members of the School Assessment Team are available to help ensure a smooth beginning during these first weeks of school.

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.

While teachers are mandated to administer standardized tests, interim assessments, diagnostic writing assessments, and the TCRWP assessments, the decisions regarding the information garnered from them and its impact on student learning is classroom and teacher based. Student growth is closely monitored through our data gathering and analysis carried out with the support of the Data Team and Inquiry Team facilitators. Information gathered from all assessments is used not only for instructional grouping, but to form AIS groups for students at risk. Communication between the AIS providers, teachers and administration is open and ongoing. Common planning time allows teachers to discuss the common threads in the data, flexible grouping and strategies to help our students achieve. In looking deeply at data, teachers are able to use it to effectively plan for instruction. Teachers, specifically

our special education and ESL teachers, monitor their students' performance in relation to the general education population. Clear goals as well as differentiation of instruction and access to intervention programs are offered to our students. Strategies for improving their performance on standardized tests are discussed with all teachers who support these students. Teachers are given the opportunity to discuss difficulties their students may be having at grade level meetings or at PPT meetings. Intervention strategies are discussed at that time and when necessary and appropriate, students may be recommended for AIS or at risk programs.

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.

Student growth is closely monitored through our data gathering and analysis carried out by the Data Team, the Inquiry Team and the administration. Information gathered from all assessments is used not only for instructional grouping, but to form AIS groups for students at risk. Communication between AIS providers, teachers and administration is open and ongoing. Common planning time allows teachers to discuss the common threads in the data, flexible grouping and strategies to help our students achieve. In looking deeply at the data, teachers are able to use it effectively plan for instruction. Teachers, specifically special education and ESL teachers, monitor their students' performance in relation to the general education population. Clear goals as well as differentiation of instruction and access to intervention programs are offered to our students. Strategies for improving their performance on standardized tests are discussed with all teachers who support these students.

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.

Title I funds will be commingled with funds from other Federal and State programs such as PCEN and local tax levy funds to supplement the State and local resources allotted to the school. This will enable the school to implement a single coherent instructional plan for the entire school community regardless of the students' discipline.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State,

and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program

contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the the school has each program v Indicate page n program activity
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	✓			403,527	✓
Title I, Part A (ARRA)	Federal	✓			164,342	✓
Title II, Part A	Federal	✓			105,908	✓
Title III, Part A	Federal	✓			32,920	✓
Title IV	Federal				0	N/A
IDEA	Federal	✓			434,195	✓
Tax Levy	Local	✓			4,962,723	✓

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.

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.