



INTERMEDIATE SCHOOL 292

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 19K292
ADDRESS: 301 VERMONT STREET BROOKLYN NY 11207
TELEPHONE: 718 498 6560
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 292 **SCHOOL NAME:** Margaret Douglas

SCHOOL ADDRESS: 301 Vermont Street Brooklyn NY 11207

SCHOOL TELEPHONE: 718 498 6560 **FAX:** 718 345 3327

SCHOOL CONTACT PERSON: Everett Hughes **EMAIL ADDRESS:** Ehughes3@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Evelyn Maxfield

PRINCIPAL: Everett Hughes

UFT CHAPTER LEADER: Chaitram Aklu

PARENTS' ASSOCIATION PRESIDENT: Natalie McNichols

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** # 309

NETWORK LEADER: Martha Rodriguez-Torres

SUPERINTENDENT: Dr. Nicole Williams

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
Evelyn Maxfield	*Principal or Designee	
Chaitram Aklou	*UFT Chapter Chairperson or Designee	
Natalie McNichols	*PA/PTA President or Designated Co-President	
Tonia Gordon	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Harris	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	
Annette Montague	Member/Parent	
Annette Lovell	Member/Parent	
Sylvia Joseph	Member/Parent	
Shirley Green	Member/Paraprofessional	
	Member/	
	Member/	
	Member/	

(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.

With the ubiquitous goal of providing exceptional educational services, Intermediate School 292 is home to approximately 739 students, in the sixth, seventh and eighth grades. This excellence in education is realized via intense sessions of preparation by the members of the administration and staff as they work collaboratively to develop curriculum and lesson plans to target the needs our students, by class, in groups and individually. As described by one of our school's quality reviewers, "The school runs particularly smoothly and it is a safe, well-organized oasis of calm, quiet, challenge and purpose."

The mission of I.S. 292 is to create a safe and secure environment that embraces each student's individual talents and maximizes their potential. Our goal is to provide every student with the knowledge and skills necessary to compete in a technologically complex society. In pursuing this mission, I.S. 292 will provide instructional programs aligned with the New York State and City Standards. Our programs will assist in preparing students for a higher education while developing their sense of responsibility and building self-esteem.

More than gear our instruction and curriculum towards the mandates of the state assessments, we insist on preparing students for life. In our quest to produce successful young adults we have created an open door policy where teachers, parents and students work side by side on academics and life experiences to further the growth of students. This is done by the implementation and sustenance of mentoring groups such as the Phenomenal Young Women, the Butterfly Girls Group, the Young Men Mentoring Group and the Student Council which focus on fostering leadership potential, community service and helping students to gain the world view that they need, thus, broadening their horizons so that they may compete in an ever changing, complex society.

This nurturing and mentoring is a constant in the lives of our students. Our school is a pillar in our community. Aware of the many socio-economic issues that plague our students, we try to provide them with as much financial and emotional help as we can, yet we imbue in them a sense of philanthropy, to wit, our students conduct many fund raising ventures that, in the vein of charity beginning at home, we firstly assist students that are underprivileged, then contribute to charities such

as “The St. Jude’s Hospital” and the “Malaria for Africa” effort. In this Malaria effort, we’ve raised funds and bought treated mosquito nets that were donated to families in Africa, through the United Nations “Africa Now” program. Our students know that these families now have a greater chance of survival because of their input. These programs will assist in preparing students for a higher education while developing their sense of responsibility and building self-esteem.

Continuing the spirit of excellence, we have a Specialized High School program that gives students the opportunities to attend schools with the academic rigor that will prepare them to compete on in an international market. Every year since we have started, we have had an average of eight students who are accepted into the Specialized High schools such as Brooklyn Tech and Stuyvesant High School of Science. Additionally, our eighth grade students have taken the Regents High School examinations in math and social studies and have achieved 98% pass rate. We will continue in this tradition by offering the Living Environment High School Regents to our students in the 2009-10 school year.

Our goal is to produce that well-rounded student that leaves us thoroughly prepared for high school. To have each child realize his or her true talents and potentials, we offer courses in the performing arts. Courses are available in drama, contemporary and traditional dance, African drumming and African dance, computer repair, technology, video technology, chorus, martial arts, culinary arts, instrumental music, visual arts, sign language and fitness. Of great pride to us and everyone in the East New York community, is our Soul Tigers marching band. Our band performs within the community of Brooklyn, other boroughs of New York City, within the tri-state area and other states. They have the distinction of being the only African-American band to have led the Macy’s Thanksgiving Parade. Additionally, they have played in the opening ceremony of the U.S Open Tennis Championship 2010.

Building partnerships with corporate America and Community Based Organizations is a continuous process. Tommy Hilfiger has sponsored our marching band by initially providing uniforms for the members of the band. This partnership has grown to the point where Tommy Hilfiger now sponsors fund raising events for our band and additionally, he has our band performing at major events in New York City. Diesel, the clothing line, is also another partner in our growth and development as they use our marching band to launch the beginning of their world-wide tours. In the vein of educational excellence we also partnered with Per Scholars, a Community Based organization that donates computers to the parents of students in our school. The aim of this program is to provide a computer in every home. Last year computers were donated to the parents of students in the sixth and seventh grades and this year they will continue this tradition of philanthropy by donating computers to the parents of the students in the sixth grade. Groundwork, another community based organization has partnered with us to provide our students with a blend of academics and the arts in our after-school program.

We have also partnered with New York Cares, an organization which sends young professionals into our school to work on environmental projects.

Intermediate School 292 integrates academics, the arts and community service to nurture and ultimately produce citizens worthy of consideration in the local, international and global market.

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:	I.S 292				
District:	19	DBN #:	19K292	School BEDS Code:	331900010292

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input 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					87.0	88.0	89.9		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92	89			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	225	212	212	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	273	245	244		100	100	100		
Grade 8	267	212	212						
Grade 9				Students in Temporary Housing: Total Number 38					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					32	31	38		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	765	669	212						
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			63						
No. in Collaborative Team Teaching (CTT) Classes			19	Principal Suspensions	3	3	4		
Number all others			130	Superintendent Suspensions	32	TBD	TBD		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	47	51	50	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs			8	(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	65	58	50
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	15	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	4	4
				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	100	
American Indian or Alaska Native	1%	1%		Percent more than two years teaching in this school	64.6	64.8	
Black or African American	61%	61%		Percent more than five years teaching anywhere	50.8	50.8	
Hispanic or Latino	35%	34%		Percent Masters Degree or higher	80	80	
Asian or Native Hawaiian/Other Pacific Isl.	2%	3%		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86%	81%	
White	1%	1%					
Multi-racial	0	0					
Male							
Female							

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 checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
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:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

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

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

*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:	N/A
Overall Score	81.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	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?
-

An analysis of NYS test English Language Arts results from 2005-2009 revealed a 13.8% decrease in students performing at level 1 and a 9.9% decrease in students performing at level 2. The data also reveal that there is a 23.7 increase in students performing at levels 3 and above in English Language Arts. However in the 2009-2010 school year, we now have 20% of our students at level one, 54% at level 2, 24% at level 3 and 1% at level 4. This has been a significant decrease in our scores so all students, including Students With Disabilities and English language Learners, did not meet their Annual Yearly Progress. Raising the proficiency level in English Language Arts is therefore our priority goal.

Results of the analysis of the NYS math from 2005-2009 also show a 28% decrease in students performing at level 1 and an 11.7% decrease in students performing at level 2. Significantly, there has been a 39.7 % increase in students performing at levels 3 and 4 in mathematics. In the 2009-2010 school year, we experienced a decrease with 15% of our students on level 1, 37% at level 2, 28% at level 3 and 18% at Level 4. In spite of our decrease we met our AYP for math in all subgroups. In the NYS science test, we performed credibly and met our AYP for all subgroups.

Our greatest achievements over the last few years have been sustained and remarkable growth in the area of mathematics and English Language Arts as evidenced by the results of the NYS tests. Even though we suffered a decrease for the past year, we are confident that structures are in place to ensure that we attain the levels of proficiency previously held. Additionally, we continue to foster an environment that produces a well-rounded child. This is accomplished through our efforts to integrate academics and the arts. Our growing performing arts program boasts 11 (eleven) electives, where students receive instruction that complements their instruction. Student growth and achievement was also evidenced through analysis of student portfolios and teacher made and departmental assessments.

Although we have experienced remarkable growth, the above data shows a need to continue to focus on moving at-risk level 2s in every grade in English Language Arts, math and the science content area. Of specific interest are students who are high level twos and low level threes. Students in this focus group are seen as our at-risk group since they have the propensity to slip into a level two or move toward a level three. We must ensure that systems are in place to prevent this slippage in all core subject areas. This will be done through targeted instruction where the specific weaknesses of these students will be identified and these weaknesses will be addressed, as much as possible, across the subject areas.

Modifications or differentiations for this focus group will be included in customized curricula in the core subject areas based on the needs of our students. Considerations for this curriculum are based on the New York State standards, the demands of the Knowledge network and intimate knowledge of the needs of our students. Vocabulary diaries (in addition to any other journals, diaries, or sourcebooks), word study and etymology lessons and anticipation guides will be used to focus instruction. In addition, theme-based units of study with inter-disciplinary connections, where possible will be implemented to provide increased opportunities for success.

We continue to work toward our vision by planning for increased collaboration and interdisciplinary planning. Teachers are currently participating in 90 minutes of professional development each week while their students attend performing arts classes. While the professional development sessions are helpful and informative and have helped familiarize teachers with practices and ideas to move their students to higher performance levels, we will need to plan for professional development sessions that are needs based/data driven, content specific, and differentiated. Additional sessions will also need to be planned for gifted curriculum, instruction, and certification.

Our *Quality Review* for the years 2006-2007, and 2007-2008 revealed that we are a well developed school and we have earned a *Progress Report* grade of A on the last report card. Two of the *Quality Review* recommendations were:

- ensure differentiated activities are present in all classes, by level, by task, and/or by student interest
- teachers/students should be aware of current data, self-evaluate, and set measurable goals

Through the ninety minute, weekly professional development time built in to each teacher's schedule, the school's professional development committee will target the assessed pedagogical needs of the staff. With an improved focus on data and differentiated instruction, high quality professional development and improved, targeted instruction we will not only close the gap for the bottom third of our school population but also provide challenging and enriched opportunities for our more proficient students. Structured focused walks will be dedicated to the academic and professional growth of both students and staff by focusing on lesson plans, teacher preparation and differentiated instruction. A focus on data analysis and differentiation of instruction will be the theme for professional development. Each teacher will be able to interpret data for individual students and each student will be able to analyze their own data while collaboratively setting goals with their teacher.

According to the results of the school's *Learning Environment Survey*, there has been significant growth in every area. Survey results are as follows:

- Academic Expectations – 7.5%
 - Engagement – 6.7%
 - Communication – 6.5%
 - Safety and Respect – 6.7%
-
- Last year, several measures were taken in order to effect this change in our scores. Of specific concern to parents, children and teachers was the issue of safety and respect. Several measures have been taken to improve safety in the building and in the surrounding community. Our extended day service provider, *Groundwork*, now offers academic and performing arts classes until 6:00 PM every school day and Saturdays, and during school (holiday) breaks. Extended and deliberate involvement in these activities keeps students in the building, off the streets, and focused on measures which ensure their safety and success. The arts program has been a strong deterrent from gang activity and idle time. Planning for

continued funding of the arts program is necessary in order to maintain positive academic and social performance.

It is our goal to continue to assess the academic, social and emotional needs of our students and, as a team of concerned parents and educators, provide the teaching experiences and nurturing necessary to accomplish these needs.

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.

Based on the findings from and implications of the comprehensive needs assessment, we have developed four goals to be reached by June 2011.

Having conducted a thorough needs assessment, the School Leadership Team found that all students under-performed in the area of English Language Arts for the 2009-2010 school year. Therefore, we have prioritized the progress of our entire population in the area of English Language Arts for the 2010-2011 school year.

Goal #1: All students will increase their performance as evidenced by a minimum of 5% increase in students performing at or above level 3 in the New York State English Language Arts examination by June 2011.

After conducting our needs assessment, the School Leadership Team found that the Students With Disabilities subgroup has under-performed all other subgroups in the area of English Language Arts. Subsequently, we have made progress for the Student With Disabilities subgroup a priority goal for the 2010-2011 school year.

Goal #2: Students With Disabilities will increase their performance as evidenced by a 10% increase performing at or above level 3 in the New York State English Language Arts examination by June 2011.

Our School Leadership Team found that Our English Language Learners subgroup, like our other subgroups, has under-performed in the area of English Language Arts. As a result, we have made the progress of our English Language Learner subgroup a priority.

Goal #3: English Language Learners will increase their performance as evidenced by a 10% increase of students performing at or above level 3 in the New York State English language Arts examination by June 2011.

Because our needs assessment showed that our Students With Disabilities Performance Index was only 5 points above the Effective AMO, in the area of mathematics, the School Leadership Team has decided to make the maintenance of the grades of our Students With Disabilities one of our priority goals for the year 2010-2011. This is in an effort to close the achievement gap.

Goal #4: Students With Disabilities will improve their Performance Index in math as evidenced by a minimum of 2% increase in their performance at or above level 3 by June 2011 at the New York State math examination.

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.*

English Language Arts- All

Subject/Area (where relevant):

Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1: All students will increase their performance as evidenced by a minimum of 5% increase in students performing at or above level 3 in the New York State English Language Arts examination by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Instruction will be based on a needs analysis of students. Diagnostic tests will be conducted to determine the strengths and weaknesses of these students. Once these strengths and weaknesses are analyzed, students will be grouped according to their language proficiency levels, skills, strengths and weaknesses. These will be taken into consideration as we begin to tailor instruction to raise the competence of these students. ➤ Students will be instructed in 90 minute blocks that focus on the workshop model with whole group and small group instruction. ➤ Instruction will be differentiated based on the needs of students. ➤ Students will be exposed to authentic literature as they navigate the nuances of the English language. As they explore literature, they will examine the underpinnings of the language as it relates to morphology, phonology and syntax as they explore the vocabulary, grammar, pronunciation and other intricacies of the English language. Reading and responding to that which is read will become routine practices. ➤ Through journal entries, listening and note-taking, public speaking, and responding to the written and auditory text, students will develop skills in the areas of competence in the English language: reading; writing; listening; speaking. ➤ Students will also experience support from their peers for conscious efforts will be made to group students with other students who have greater language proficiency than

	<p>theirs.</p> <ul style="list-style-type: none"> ➤ The incorporation of technology into the teaching of English language arts will be an additional boost to this program. Students will use audio-visual equipment to listen to comprehension passages and thereafter answer questions based on these passages in writing and orally. ➤ The Renzuilli learning system will also be used to develop learning profiles for these students, thus making it more viable to customize instruction to meet their needs as groups and individually. ➤ Teachers will meet for 90 minutes weekly to share best practices to help struggling students. <p>As we work throughout the year, we will continuously analyze and evaluate data which will be accrued from periodic and predictive assessments and samples of student work. This data from formative assessments will inform our decisions with regard to curricular and instructional changes as we seek to ensure that our English learners are meeting the standards as outlined by New York State for English language arts.</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>Title I, Title III and Tax Levy funds will be allocated to fund small group tutoring and academic intervention services.</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>5% increase in ELL students performing at or above level 3 on interim/benchmark assessments reflective of the English Language Arts Examination. -Review/analysis of student work during weekly professional development that focuses on specific instructional paradigms that support unique requirements and learning styles for all students</p>

**English Language Arts
–Students With Disabilities**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2: Students With Disabilities will increase their performance as evidenced by a 10% increase performing at or above level 3 in the New York State English Language Arts examination by June 2011.</p>
<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>	<ul style="list-style-type: none"> ➤ Instruction will be based on a needs analysis of students. The New York State Test in English Language Arts score, diagnostic tests, students’ I.E.Ps will be used to determine the strengths and weaknesses of these students. Once these strengths and weaknesses are analyzed, students will be grouped according to their proficiency levels. Additionally, their skill level will be taken into consideration as we begin to tailor instruction to raise the competence of these students. The Special Education teacher will work in cohort with the regular education teachers to structure, implement and develop customized programs for these students. ➤ Students will be instructed in 90 minute blocks that focus on the workshop model with whole group and small group instruction. ➤ Students will be exposed to authentic literature as they navigate the nuances of the English language. As they explore literature, they will examine the underpinnings of the language as it relates to morphology, phonology and syntax as they explore the vocabulary, grammar, pronunciation and other intricacies of the English language. Reading and responding to that which is read will become routine for these Students With Disabilities ➤ Through journal entries, listening and note-taking, public speaking, and responding to the written and auditory text, students will develop skills in the areas of competence in the English language: reading; writing; listening; speaking. ➤ Students will also experience support from their peers for conscious efforts will be made to group students with other students who have greater language proficiency than theirs. ➤ The incorporation of technology into the teaching of English language arts will be an additional boost to this program. Students will use audio-visual equipment to listen to comprehension passages and thereafter answer questions based on these passages in writing and orally. ➤ The Renzuilli learning system will also be used to develop learning profiles for these students, thus making it more viable to customize instruction to meet their needs as groups and individually.

	<p>As we work throughout the year, we will continuously analyze and evaluate data which will be accrued from periodic and predictive assessments and samples of student work. This data from formative assessments will inform our decisions with regard to curricular and instructional changes as we seek to ensure that our English learners are meeting the standards as outlined by New York State for English language arts.</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>Title I, Title III and Tax Levy funds will be allocated as follows: Funding of after school and Saturday programs to meet the needs of students.</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>10% increase in SWDs performing at or above level 3 on interim/benchmark assessments in English Language Arts. -Review/analysis of student work during weekly professional development that focuses on specific instructional paradigms that support unique requirements and learning styles for all students</p>

Subject/Area (where relevant): English Language Arts – English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3: English Language Learners will increase their performance as evidenced by a 10% increase of students performing at or above level 3 in the New York State English language Arts examination by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Instruction will be based on a needs analysis of students. In addition to the NYSELAT scores and the New York State Test in English Language Arts score, diagnostic tests will be conducted to determine the strengths and weaknesses of these students. Once these strengths and weaknesses are analyzed, students will be grouped according to their language proficiency levels: beginning, intermediate and advanced, and additionally, their skill level will be taken into consideration as we begin to tailor instruction to raise the competence of these students. The ESL teacher will work in cohort with the regular education teacher to structure, implement and develop customized programs for these students. ➤ Students will be instructed in 90 minute blocks that focus on the workshop model with whole group and small group instruction. ➤ The English as a Second Language teacher will use a combination of the push-in and pull-out models to supplement the instruction provided and reinforce the continuity of instruction. ➤ Students will be exposed to authentic literature as they navigate the nuances of the English language. As they explore literature, they will examine the underpinnings of the language as it relates to morphology, phonology and syntax as they explore the vocabulary, grammar, pronunciation and other intricacies of the English language. Reading and responding to that which is read will become routine for these English language learners. ➤ Through journal entries, listening and note-taking, public speaking, and responding to the written and auditory text, students will develop skills in the areas of competence in the English language: reading; writing; listening; speaking. ➤ Students will also experience support from their peers for conscious efforts will be made to group students with other students who have greater language proficiency than theirs. ➤ The incorporation of technology into the teaching of English language arts will be an

	<p>additional boost to this program. Students will use audio-visual equipment to listen to comprehension passages and thereafter answer questions based on these passages in writing and orally.</p> <ul style="list-style-type: none"> ➤ The Renzuilli learning system will also be used to develop learning profiles for these students, thus making it more viable to customize instruction to meet their needs as groups and individually. ➤ Additional bi-lingual communication with the home, including their parents more often in the academic process, and celebrating the diversity of our community of learners through curricular modifications as well as social skill building activities will also aid the language acquisition process. ➤ ESL classes for parents, conducted by our Parent Teacher Association, will also help to improve the language competence of our parents, who will then play a pivotal role in enhancing the language proficiency of their children. <ul style="list-style-type: none"> ➤ The ESL teacher will attend mandatory professional development sessions, of 90 minutes per week, which is built into her schedule. This will ensure that she remains in tune with the demands of the English language arts curriculum and the New York State tests in April of 2011. Additionally, the ESL teacher will attend professional development sessions offered by the Knowledge network to further augment her skills in this area. <ul style="list-style-type: none"> ➤ Students at beginning and intermediate levels will also become part of our Inquiry Team. This will ensure that strategies used to ensure their success will also be employed to other subgroups. <p>As we work throughout the year, we will continuously analyze and evaluate data which will be accrued from periodic and predictive assessments and samples of student work. This data from formative assessments will inform our decisions with regard to curricular and instructional changes as we seek to ensure that our English learners are meeting the standards as outlined by New York State for English language arts.</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>Title I, Title III and Tax Levy funds will be allocated as follows: Funding of after school and Saturday programs to meet the needs of students.</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>10% increase in ELL students performing at or above level 3 on interim/benchmark assessments reflective of the NYSSELAT format as well as the actual exam, in addition to ITAs in English Language Arts and the NYSELAT Exam</p> <ul style="list-style-type: none"> -10% increase in ELL student attendance through bi-lingual outreach to parents -10% increase in ESL services provided through small group instruction focusing on targeted language acquisition skills -Review/analysis of student work during weekly professional development that focuses on specific instructional paradigms that support unique requirements and learning styles for ELL students
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Subject/Area (where relevant): Mathematics – Students With Disabilities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #4: Students With Disabilities will improve their Performance Index in math as evidenced by a minimum of 2% increase in their performance at or above level 3 by June 2011 at the New York State math examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Immediate identification and systematic provision of AIS for level 1 and 2 students to include scheduled push-in/pull-out support for level 1 and 2 students during lunch/non-major subjects; differentiated Extended Day/Saturday Academy intervention classes and activities ➤ Instruction will be based on a needs analysis of students. Diagnostic tests will be conducted to determine the strengths and weaknesses of these students. Once these strengths and weaknesses are analyzed, students will be grouped accordingly. Instruction will be tailored based on the results from the data analyzed and the criteria as set out in their Individual Education Plan (IEP). ➤ Students will be instructed in 90 minute blocks that focus on the workshop model with whole group and small group instruction. ➤ Materials that target the weaknesses of these students will be implemented and incorporated into the material already in use. ➤ Students will also experience support from their peers for conscious efforts will be made to group students with other students who have greater language proficiency than theirs. ➤ The incorporation of technology into the teaching math will be an additional boost to this program. ➤ The Renzuilli learning system will also be used to develop learning profiles for these students, thus making it more viable to customize instruction to meet their needs as groups and individually. ➤ Additional communication with the home, including their parents more often in the academic process, and celebrating the diversity of our community of learners through curricular modifications as well as social skill building activities will also be implemented. ➤ The Special Needs teachers will attend mandatory professional development sessions, of 90 minutes per week, which is built into their schedules. This will ensure that they remain in tune with the demands of the math curriculum and the tests New York State tests in May of 2010. Additionally, the Special Needs teachers will attend professional

	<p>development sessions offered by the Knowledge network to further augment their skills in this area.</p> <p>As we work throughout the year, we will continuously analyze and evaluate data which will be accrued from periodic and predictive assessments and samples of student work. This data from formative assessments will inform our decisions with regard to curricular and instructional changes as we seek to ensure that our Students With Disabilities are meeting the standards as outlined by New York State for math.</p> <p>Immediate identification and systematic provision of AIS for level 1 and 2 students to include scheduled push-in/pull-out support for level 1 and 2 students during lunch/non-major subjects; differentiated Extended Day/Saturday Academy intervention classes and activities</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>Title I, Title III and Tax Levy funds will be allocated as follows:</p> <p>Funding of after school and Saturday programs to meet the needs of students.</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>2% increase in students with disabilities performing at or above level 3 on interim/benchmark assessments like ITAs in Mathematics and the NYS Math Exam</p> <p>-2% increase in student attendance through outreach to parents of students with disabilities</p> <p>-2% increase in academic support services provided through individualized and small group instruction focusing on targeted Math skills</p> <p>-Review/analysis of student work during weekly professional development that focuses on specific instructional paradigms that support unique requirements and learning styles for Students With Disabilities</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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	176	108	4	4	15	4		8
7	192	136	4	4	21	6		12
8	176	146	8	8	28	3		9
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>	<ul style="list-style-type: none"> -Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum -Achieve 3000 -Rourke Non-Fiction Skill builders -Push-in/Pull Out AIS teachers- small group and one-to-one differentiated instruction; 45 min./wk -37 1/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading skills; performing arts electives available after instruction
<p>Mathematics:</p>	<p>Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum</p> <p>Orchard Math technology based program</p> <ul style="list-style-type: none"> -Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk -37 1/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in math skills; performing arts electives available after instruction
<p>Science:</p>	<p>Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum</p> <ul style="list-style-type: none"> -Content area reading in the ELA classroom -Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk -37 1/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction
<p>Social Studies:</p>	<ul style="list-style-type: none"> -Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum -Content area reading in the ELA classroom -Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk -Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> -Group/individual counseling- small group counseling and intervention; grades 6-8 -Home Visits- family counseling , students not meeting promotional criteria -Parenting tips/counseling- homework help, referrals to outside agencies -Participation in monthly PTA meetings

At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> -Group/individual counseling- small group counseling and intervention; grades 6-8 -Home Visits- family counseling , students not meeting promotional criteria -Parenting tips/counseling- homework help, referrals to outside agencies -Participation in monthly PTA meetings
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> -Group/individual counseling- small group counseling and intervention; grades 6-8 -Home Visits- family counseling , students not meeting promotional criteria -Parenting tips/counseling- homework help, referrals to outside agencies -Participation in monthly PTA meetings
At-risk Health-related Services:	<ul style="list-style-type: none"> -Annual hearing and sight exams; free eyeglasses -Dispensation of necessary medication(s) -Maintenance of shot/health records

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) **6, 7, & 8** Number of Students to be Served: **50** LEP _____ Non-LEP _____

Number of Teachers _____ **3** Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Students will be receiving an extension of services in the form of targeted academic support in the area of English Language Arts. The intervention strategies will target specific skills to improve understanding and comprehension of various genres, and oral and written responses to literature. The academic intervention service will be provided during scheduled intervention time and will include intense test sophistication strategies. Intense ESL methodology and content-rich, high interest texts and novels will be used. The ESL program offers instruction in English only using intensive ESL methodology and content-rich, lower level, high interest texts and novels, including *High Point* texts and all of its components. The Elements of Literature anthologies will be used to deepen their levels of comprehension and novels will be used to provide shared, guided and independent reading. Audio-visual material will also be incorporated to augment the listening and speaking skills of our students.

Push-in and pull-out services are provided depending on the need(s) of the student(s). Those needs will also determine whether the student receives 180 or 360 minutes of weekly service. One full-time ESL teacher in collaboration with English Language Arts teachers and the Assistant Principal in charge of literacy will create programs to ensure provision of adequate and appropriate service to all ELLs. Two F-status teachers provide additional tutoring to advanced level ELLs and those transitioned into monolingual classes to ensure that they maintain a successful transition. Additional service and support is also provided during the additional 37 and ½ minutes and Saturday Academy.

Our ELLs did not meet their AYP in English language arts. The instructional focus of the Saturday Academy will therefore be English language arts. An integrated and content area approach will be taken, where we will merge science content and English language arts skills. This approach will serve to deepen the students' knowledge of science, while enhancing and deepening their comprehension skills. One supervisor will also be assigned to this program. Students from the sixth, seventh and eighth grades will be targeted for this program and they will be grouped according to their strengths and weaknesses. Based on their diagnostic tests and available data from ATS, Acuity and ARIS, students will be placed into two focus groups.

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.

Regional and school-based professional development will be provided for all ESL service providers, regardless of status. Topics will include current research and materials, best practices, and alignment with standards, core curriculum, and the regional ESL prototype. Subsequent meetings will address individual teacher, school and/or student specific questions and concerns. Regional meetings will take place monthly while school-based meetings may be arranged more frequently depending on the progress of the students. Built-in, weekly, grade-specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps in addition to being able to assess ELL student progress in other content areas with those teachers during professional development periods.

Ninety minutes of Professional Development per week is built into the ESL teacher’s schedule. Professional Development topics include, but are not limited to:

- “Using Data to Inform Instruction”;
- “Incorporating and Developing Vocabulary Strategies into Writing”;
- “Supporting ELLs in the General Education Classroom”
- “Analyzing Student Work”
- “Differentiating Instruction to Meet the Needs of ELLs”

Professional development is ongoing and will continue based on the needs of teachers and students as we continue our formative assessments and formal and informal observations.

Form TIII – A (1)(b)

School: 19K292

BEDS Code: 331900010292

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

Allocation Amount: \$15,000.00		
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) I. Per session	\$10,335.32	<u>Saturday Academy</u> 2 teachers x 4 hours x 17 sessions x \$49.89 = \$6,785.04 1 supervisor x 4 hours x 17 sessions x \$52.21 = \$3,550.28
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4664.68	Elements of Literature anthologies \$1,706.25 Leveled library novels for \$1000.00 Audio-visual material \$958.43 Supplies \$1000.00
Travel		
Other		
TOTAL	\$15,000	

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.

We utilized the Home language surveys, school ethnicity breakdown, and PTA surveys to ascertain our written translation and oral interpretation needs.

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.

Our major need is English-Spanish translation, especially for parent notices and during Parent teacher conferences. We also have a need to provide for lower incidence languages such as Dutch and Bengali and Haitian Creole.

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.

Written translation services will be provided through an outside vendor, school staff, and parent volunteers. A member of our faculty will be designated to coordinate this effort. The staff member will train staff in the protocols for having written documents translated.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Oral translations will be provided by in house staff and parent volunteers. They will assist teachers with interpretation during Parent-Teacher conferences and during workshop events/classes that are offered to parents. They will also assist other parents on a daily basis.

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 provide timely translation and distribution of critical communications into Spanish including, but not limited to, the following areas:

- registration and selection of programs
- standards and performance
- conduct and discipline
- safety and health
- placement in Special Education programs, ESL or non-standard academic program

➤ transfers and discharges.

If translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s) indicating how a parent may request a translation or interpretation of such document may be made available. We will also provide interpretation services during regular business hours to parents whose primary language is Spanish and who request such services in order to communicate with the DOE regarding critical information about their child's education.

We will obtain translation services by either contacting the DOE Translation and Interpretation unit, contracting with approved DOE vendors with the use of translation/interpretation funding allocations as detailed in School Allocation Memorandum #52, or searching for previously translated critical documents in T&I Unit's online archives.

We will also provide parents whose primary language is a covered language and require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. This will be accomplished by the distributing the Parents' Bill of Rights.

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:	589,669	106,345	696,014
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,897	1,063	6,960
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,483	*	
4. Enter the anticipated 10% set-aside for Professional Development:	58,967	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

Parent Involvement Policy 2010-2011

I.S 292, in compliance with Section 1118 of Title 1, Part A of the No Child left behind (NCLB) act, has implemented a parent policy that strengthens the link between the school and community. The policy is designed to keep parents informed by actively engaging them in planning and decision making. Parents are encouraged to actively participate on School Leadership Teams, parent Associations and Title 1 parent Advisory Councils as trained volunteers and welcomed members of the school community.

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.

Training for parents will include:

- Support for parents understanding of, and participation in instructional initiatives
- Parent literacy development (basic education, GED and ESL classes and computer classes)
- Learning leaders Parent Volunteer Program
- Support for increased parent participation on the school leadership team and sub-committees
- Family support resources in the form of career development, health, and social services.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement, problem solving, comprehensive education plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our Parent Coordinator will continue to provide parents with workshops and other forms of parental out-reach on a consistent, ongoing basis as well as supporting the needs of the school's parents at district-wide forums and training sessions. We will communicate the school's curricular and extra-curricular activities through monthly memos to parents.

Ongoing workshops will be provided to enhance parent leaders' abilities to develop socialization and operational skills necessary to effectively run a parent organization.

We will continue to stock a library with parenting and intervention materials, learning aids and other resources to of interest to parents.

Train parents to read and interpret the information provided by ARIS and involve them in the understanding of the standards, assessments and the core subject areas.

We understand the need to maintain outreach and recruitment programs/services for children and youth where we provide emotional support, mentoring, athletic skills and fine and performing arts. We also provide group sessions for parents as an opportunity to share common experiences, gain emotional support, and learn practical parenting and problem solving skills from each other.

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.

and the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

I.S 292 staff will provide high quality curriculum and instruction consistent with state standards to enable participating children to meet the state's standards by using time efficiently; providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians; respecting cultural, racial and ethnic differences, implementing a curriculum aligned with state standards; offering high quality instruction in all areas; providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by No Child Left Behind (NCLB) act.

I.S 292 will address communication issues between teachers and parents by:

- conducting parent-teacher conferences each semester during which the individual child's achievements will be discussed as well as how this compact is related
- convening an annual meeting (early in the year) for parents of students participating in the Title 1 program and their right to be involved;
- arranging additional meetings at other flexible times, i.e, and providing (if necessary funds are available) transportation, child care or home visits for parents who cannot attend a regular school meeting;
- ensuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format, and to an extent practicable, in a language that parents can understand;
- involving parents in planning, reviewing, evaluating and improving Title 1 programs and the parent involvement policy
- providing parents with timely information, regarding performance profiles and individual student assessment results for each child and other pertinent individuals and ensuring that the parent involvement policy and School-Parent Compact are distributed and discussed with students.
- notifying parents of the procedures to arrange an appointment with their child's teacher;
- providing for open school activities that include observations of classroom activities.

I.S 292 will provide support to parents by:

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development activities. Times will be scheduled so that the majority of parents can attend; sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and supporting parental involvement activities as requested by parents.

SCHOOL-PARENT COMPACT

Family/Parent Pledge: We/I agree to carry out the following responsibilities to the best of my ability:

- Ensure that my child is fully immunized as per state regulations
- Provide a quiet place for homework and monitor TV viewing.
- Look over homework assignments daily to check for understanding.
- Sign and return all papers that require a parent or guardian's signature in a timely manner
- Read to or encourage my child to read every day
- Ensure that my child arrives at school on time every day
- Regularly monitor my child's progress in school
- Make every effort to become a member of the PTA and attend regularly scheduled meetings
- Discuss and reinforce the importance of self-discipline, appropriate behavior, and good work habits with my child
- Respect the school, staff, parents and families
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition.

- Attend parent/teacher conferences in November and March. If I cannot attend the above conferences, I will make an appointment to meet with the teacher.

Student Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Come to school every day ready to learn and work hard.
- Take home materials and information needed to complete assignments
- Bring to school necessary materials, completed assignments and homework.
- Complete homework daily in a thorough, legible, and timely manner.
- Know and follow class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV viewing
- Respect the personal rights and property of the staff, classmates, families and school property.
- Try to solve disagreements or conflicts peacefully.
- Accept responsibility for my actions and suffer the consequence of negative behavior.

Parent's Signature

Student's Signature

Date

Teacher's Signature

Date

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.

This answer may be found in SECTION IV: Needs Assessment, pages 11&12

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.

This answer may be found in SECTION VI: Action Plan, pages 16-22

- 3. Instruction by highly qualified staff.

The school currently has 84.7% highly qualified pedagogical staff.

- 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.

High-quality and ongoing professional development seminars will be provided 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. Teachers on each grade level/content area have weekly, 90-minute professional development sessions that are both teacher and contract facilitator led sessions. The purpose of these seminars is to cover a wide array of pedagogical topics, that positively impact and correlate with teacher professional practices. Coaches and Administrators consistently monitor individual teacher professional development to provide assistance in all areas of mandated expertise. Monies have been set aside to contract facilitators who will help to provide quality Professional Development sessions.

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

Administrators attend NYCDOE Career Fairs to invite HQTs to consider working at school by describing the wide array of instructional programs offered to students. School has programs that range literally from Special Education to Intellectually/ Artistic/ Talent based Gifted Programs. Teachers are given tremendous support and leverage by Administration and this is also used to attract HQTs to the school.

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

The school now offers computer training/classes in C+ and other programs for the parents of our students. The 15-week training course results in certification and job placement assistance. Each homeroom will appoint a class parent to assist with school-parent contact and motivation to participate in school activities. Saturday literacy circles and math institutes that focus on curricular material and homework resources are also offered. Additionally, G.E.D classes are being offered three times per week.

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.
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.

In addition to opportunities during professional development, teachers are also engaged in the curriculum planning process during vacation breaks. Various resources and strategies are incorporated into a standards-based curriculum plan/map.

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.

The Inquiry Team analyzes the school wide data at the end of the previous school year. During the summer, plans are put into place to target the weaknesses of these students in summer school and then, continue during the current academic year. Having identified these weaknesses, six week, skill-based cycles of instruction are planned and monitored so that students will achieve their proficient or academic levels. Teachers who have been assigned to provide Academic Intervention Services are an integral part of this process.

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.

A wide array of programs is offered at our school that integrates Federal, State, and local services and programs. We have the Butterfly Sisters, a group designed primarily to mentor girls. In this group, girls are counseled about self-esteem issues, how to assume leadership roles and nutrition and making the right choices. Connect With kids help to imbue our students with coping skills. Students are taught the nuances of gang awareness and gang prevention and are also exposed to information on bullying and other social issues. In partnership with Perscholas, adults in the community are involved in an A-Plus training program where they receive training in computer technology and repair. Armed with this training, the participants are provided with jobs in many organizations. Additionally, we offer a GED and ESL program to parents and other adults in our community. This ensures that our adults are provided with the basic skills necessary to enter the work force.

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 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						

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.

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. —

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS 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.

Section IV, Needs Assessment, Page 112

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.

Section VI, Action Plan, Pages 15-20

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.

A facilitator, who is a retired principal, has been contracted to work with an Assistant Principal and teachers. As a team, they will determine areas of need and work on strategies to remedy these areas of need and enhance teaching practices. She will work specifically with the ESL teachers and the teachers of Students With Disabilities who are our focus groups. The team will work on strategies to differentiate instruction for all groups while ensuring that the demands of a rigorous curriculum are met.

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

A Mentoring System is utilized to pair veteran with newer staff members to assist in their ongoing professional practice. Their work is monitored by administrators in our building along with a Lead Instructional Mentor who is part of our School Support Organization

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.

As per NCLB requirements parents are notified in a timely fashion via notices sent home in multiple languages to inform them of the school's status. Monthly memos are sent to parents to keep them abreast of school wide curriculum, instructional, and programmatic developments so that they remain equal partners with school personnel, in terms of providing support for their child's academic achievement.

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.)
36 students
2. Please describe the services you are planning to provide to the STH population.
 - Saturday Academy that targets academics and the performing arts
 - A.I.S services by F stats teachers
 - Counseling Services and mentoring services

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:	J.H.S. 292 Margaret S. Douglas						
District:	19	DBN:	19K29	School		331900010292	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		90.7	90.7	89.8
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		88.8	87.7	86.4
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		76.2	79.9	79.9
Grade 6	210	210	256	Students in Temporary Housing - Total Number:			
Grade 7	215	242	248	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	280	211	231		16	51	41
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		6	7	1
Grade 12	0	0	0	Special Education			
Ungraded	1	5	3	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	706	668	738		66	39	43
				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>				<i>(As of June 30)</i>	2007-	2008-	2009-
				Principal Suspensions	0	18	13
				Superintendent Suspensions	41	47	35
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD		65	59	58
# in Dual Lang.	0	0	TBD	Number of Teachers			
# receiving ESL services only	46	42	TBD	Number of Administrators and Other Professionals	12	11	8
# ELLs with IEPs	2	15	TBD	Number of Educational Paraprofessionals	2	2	5
<i>These students are included in the General and Special Education enrollment information above.</i>							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	15	9	67	% fully licensed & permanently assigned to this	100.0	100.0	96.4
				% more than 2 years teaching in this school	64.6	71.2	81.0
				% more than 5 years teaching anywhere	50.8	54.2	67.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	80.0	85.0	89.7
American Indian or Alaska Native	0.6	0.4	0.4		67.5	76.2	78.9
Black or African American	61.5	63.6	63.4				
Hispanic or Latino	34.1	32.0	30.6				
Asian or Native Hawaiian/Other Pacific	2.7	3.3	4.7				
White	1.1	0.6	0.8				
Male	51.6	51.8	48.5				
Female	48.4	48.2	51.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	-

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	-	-	-	
Ethnicity							

American Indian or Alaska Native	-	-	-	-	-	-	-
Black or African American	v	v		-	-	-	
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	v				-	
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v		-	-	-	
Student groups	4	6	1	0	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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.

Parent Involvement Policy 2010-2011

I.S 292, in compliance with Section 1118 of Title 1, Part A of the No Child left behind (NCLB) act, has implemented a parent policy that strengthens the link between the school and community. The policy is designed to keep parents informed by actively engaging them in planning and decision making. Parents are encouraged to actively participate on School Leadership Teams, parent Associations and Title 1 parent Advisory Councils as trained volunteers and welcomed members of the school community.

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.

Training for parents will include:

- Support for parents understanding of, and participation in instructional initiatives
- Parent literacy development (basic education, GED and ESL classes and computer classes)
- Learning leaders Parent Volunteer Program
- Support for increased parent participation on the school leadership team and sub-committees
- Family support resources in the form of career development, health, and social services.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement, problem solving, comprehensive education plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our Parent Coordinator will continue to provide parents with workshops and other forms of parental out- reach on a consistent, ongoing basis as well as supporting the needs of the school's parents at district-wide forums and training sessions. We will communicate the school's curricular and extra-curricular activities through monthly memos to parents.

Ongoing workshops will be provided to enhance parent leaders' abilities to develop socialization and operational skills necessary to effectively run a parent organization.

We will continue to stock a library with parenting and intervention materials, learning aids and other resources to of interest to parents.

Train parents to read and interpret the information provided by ARIS and involve them in the understanding of the standards, assessments and the core subject areas.

We understand the need to maintain outreach and recruitment programs/services for children and youth where we provide emotional support, mentoring, athletic skills and fine and performing arts. We also provide group sessions for parents as an opportunity to share common experiences, gain emotional support, and learn practical parenting and problem solving skills from each other.

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.

and the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

I.S 292 staff will provide high quality curriculum and instruction consistent with state standards to enable participating children to meet the state's standards by using time efficiently; providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians; respecting cultural, racial and ethnic differences, implementing a curriculum aligned with state standards; offering high quality instruction in all areas; providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by No Child Left Behind (NCLB) act.

I.S 292 will address communication issues between teachers and parents by:

- conducting parent-teacher conferences each semester during which the individual child's achievements will be discussed as well as how this compact is related
- convening an annual meeting (early in the year) for parents of students participating in the Title 1 program and their right to be involved;
- arranging additional meetings at other flexible times, i.e, and providing (if necessary funds are available) transportation, child care or home visits for parents who cannot attend a regular school meeting;
- ensuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format, and to an extent practicable, in a language that parents can understand;
- involving parents in planning, reviewing, evaluating and improving Title 1 programs and the parent involvement policy
- providing parents with timely information, regarding performance profiles and individual student assessment results for each child and other pertinent individuals and ensuring that the parent involvement policy and School-Parent Compact are distributed and discussed with students.
- notifying parents of the procedures to arrange an appointment with their child's teacher;
- providing for open school activities that include observations of classroom activities.

I.S 292 will provide support to parents by:

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development activities. Times will be scheduled so that the majority of parents can attend; sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and supporting parental involvement activities as requested by parents.

SCHOOL-PARENT COMPACT

Family/Parent Pledge: We/I agree to carry out the following responsibilities to the best of my ability:

- Ensure that my child is fully immunized as per state regulations
- Provide a quiet place for homework and monitor TV viewing.
- Look over homework assignments daily to check for understanding.
- Sign and return all papers that require a parent or guardian's signature in a timely manner
- Read to or encourage my child to read every day
- Ensure that my child arrives at school on time every day
- Regularly monitor my child's progress in school
- Make every effort to become a member of the PTA and attend regularly scheduled meetings
- Discuss and reinforce the importance of self-discipline, appropriate behavior, and good work habits with my child
- Respect the school, staff, parents and families

- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition.
- Attend parent/teacher conferences in November and March. If I cannot attend the above conferences, I will make an appointment to meet with the teacher.

Student Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Come to school every day ready to learn and work hard.
- Take home materials and information needed to complete assignments
- Bring to school necessary materials, completed assignments and homework.
- Complete homework daily in a thorough, legible, and timely manner.
- Know and follow class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV viewing
- Respect the personal rights and property of the staff, classmates, families and school property.
- Try to solve disagreements or conflicts peacefully.
- Accept responsibility for my actions and suffer the consequence of negative behavior.

Parent's Signature

Date

Student's Signature

Date

Teacher's Signature

Date

**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 # 309	District 19	School Number 292	School Name Margaret Douglas
Principal Everett Hughes		Assistant Principal Gloria Williams-Nandan	
Coach None		Coach None	
Teacher/Subject Area Y. Alleyne, English Language		Guidance Counselor Ms. Marcela Collymore	
Teacher/Subject Area k. Poslett, English Language		Parent type here	
Teacher/Subject Area I. Barth, ESL		Parent Coordinator Juanita Jenkins	
Related Service Provider C. Cohen, Speech		Other	
Network Leader martha Rodriguez-Torres		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	739	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	6.78%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- 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.)
 - 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.
- During the admission process, parents of all students complete a Home Language Identification Survey (HLIS). Students who are identified in this process as speakers of another language are further tested with the LAB-R to determine eligibility for services. The LAB-R exam further defines the student's proficiency level, beginning, intermediate, advanced or proficient. ELL students are placed in ESL/freestanding program based on the LAB-R test results and parental choice. A licensed ESL teacher is responsible for conducting the initial screening and administering of the HLIS, and if necessary, the LAB-R. Students are prepared during their daily English Language Arts classes for the annual NYSESLAT. They are prepared in the testing modalities of reading, speaking, listening and writing. We have a push-in model where the ESL teacher collaborates with the English Language Arts teachers to provide instruction and test-preparation.
 - After the Home Language survey is completed,
 - Parent Surveys and Program Selection forms are given to parents at the time of registration. The guidance counselors follow through to ensure that the forms are completed and returned.
 - Parents of ELL students are invited to review programs available for ELL students. After listening to a presentation and viewing the DOE program video, parents are provided an opportunity to select the best program to meet the needs of their child. A selection form is provided to parents for this purpose.
 - The Parents have selected the FreeStanding ESL program.
 - Yes.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Check all that apply	

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							15	23	12					50
Total	0	0	0	0	0	0	15	23	12	0	0	0	0	50

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	15
Special Education			8

SIFE	4	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	16
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16	2		18	2	6	16		2	50
Total	16	2	0	18	2	6	16	0	2	50

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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

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

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							9	16	11					36
Chinese														0
Russian														0
Bengali							3	2						5
Urdu														0
Arabic								1						1
Haitian							1	1						2
French								2	1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	1					3
TOTAL	0	0	0	0	0	0	14	23	13	0	0	0	0	50

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. a. Push-In model

- b. Class travels together as a group by grade. They are of heterogenous proficiency levels.
2. The ESL teacher pushes into classes to ensure that students receive their madated number of instructional minutes as per CR Part 154.
3. Where possible, the ESL teacher pushes into content area classes. Additonally, students are provided core curricular materials in alternate languages.
4.
 - a. Nurturing and mentoring are incorporated into the SIFE academic program. Aware of the many socio-economic and academic issues that impact the ELLs, the staff provides additional support and help through tutorials and Saturday Academy.
 - b. With the aid of the ESL teacher and the content area teachers, needs analyses will be conducted so that there is a point of reference at which to begin instruction. Instruction will then be tailored to meet the needs of these students.
 - c. ELL students 4-6 years will receive additional language acquisition instruction, computer training, and Job Corp registration assistance. Students are provided small group instruction and opportunities to attend extended day/week programs.
 - d. LT- ELL students receive additional language acquisition instruction, computer training, and Job Corp registration assistance. Students are provided small group instruction and opportunities to attend extended day/week programs.
 - e. Special needs student who are also ELLs are provided support through ESL, and special classes as required and indicated on the student IEP. In addition students participate in targeted assistance small group instruction using Achieve 3000. Instruction is provided by an additional ESL specialist hired part time to work with students.

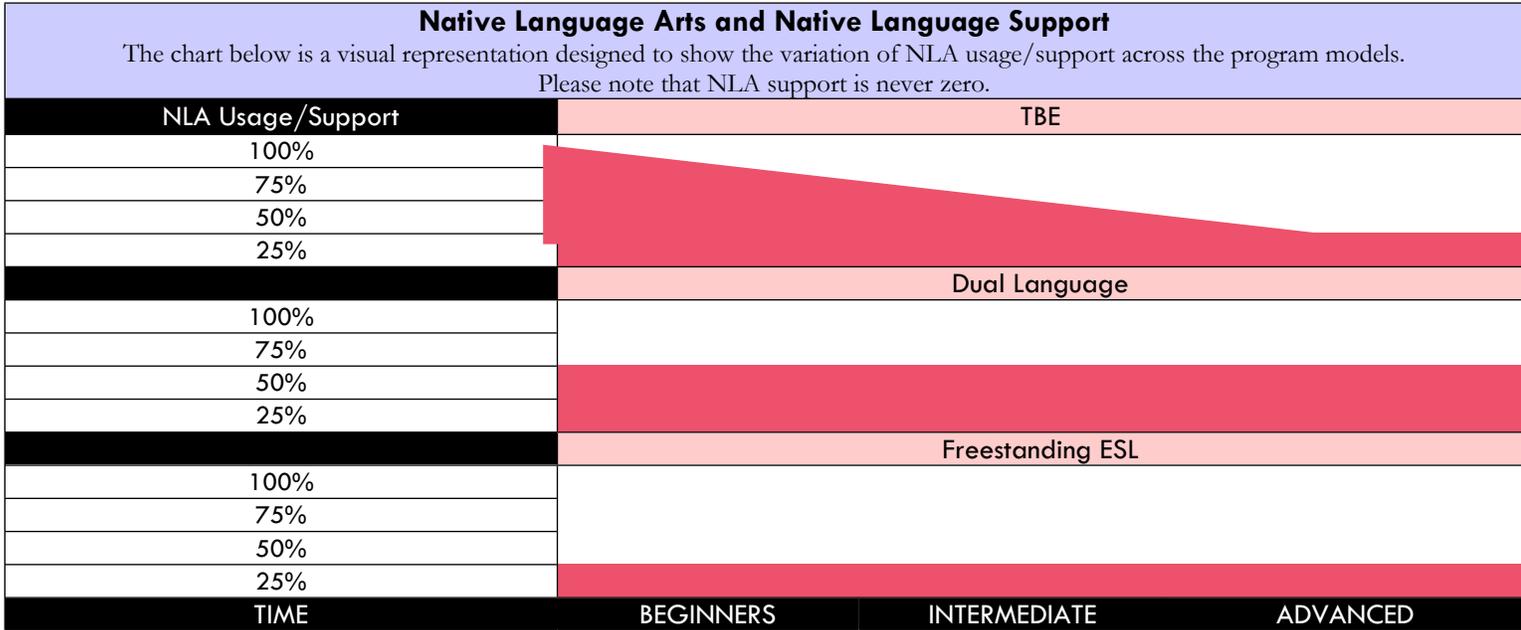
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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



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. ELLs receive intervention in ELA, Math and the other content areas. Achieve 300 is used to supplement language acquisition and development in ELA while we use Orchard Math, another technology based program to help students achieve in reading. We also provide Saturday Academy and the 371/2 minutes where ELLs are targeted in small groups. Students are also tutored using the Rourke Non-Fiction skill builders. In addition to the ESL teacher who pushes in to classes, there are Spanish editions of text books in the content areas.
6. ELLs reaching proficiency are also targeted in after-school and Saturday Academy programs. Additionally, they are included in small group tutoring during the day. These former ELLs are afforded testing accommodations similar to those of current ELLs.
7. ELLs will be included in the Rourke Non-Fiction Skill builders lessons and will also be more involved in the performing arts, thus lending to a more rounded education.
8. none
9. ELLs participate in a performing arts elective for 90 minutes each week. Additional tutoring is provided to advanced ELLs and transitional students to ensure they maintain a successful grade in the NYS ELA and math. All ELLs are serviced during the additional 371/2 minutes and Saturday Academy.
10. Achieve 3000, Rourke Non-Fiction Skill Builders, which also has a technology component, Orchard math and core curricular materials.
11. The ESL teacher during the push-in sessions, translates when she is able to.
12. Yes.
13. We offer a Summer Academy that is specifically designed to provide academic help for ELLs and to help them adapt to the requirements of the school.
14. None

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development is provided for all ESL service providers and content area teachers at the school. Topics include current research and materials, best practices, ELL data review and ESL / ELA standards, core curriculum, and the ESL prototype to support a balanced literacy approach. Inquiry team meetings address teaching strategies, and student specific questions and concerns. Professional development meetings

take place monthly while school-based meetings are arranged more frequently depending on the progress of the students as evidenced by student periodic assessments.

2. Built-in, weekly, grade-specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps in addition to being able to assess ELL student progress in other content areas with those teachers during professional development periods. Staff also discuss methods of helping students in the transition process from elementary school to middle school.

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. We continue to work in the area of parent involvement. Parents participate in the G.E.D classes and they attend orientations, PTA meetings and our dance and martial arts classes.

2. Yes.

3. Parents participate in surveys at the beginning of the year, indicating which activities they might be interested in. We try to offer the areas of most interest.

4. Parental Involvement activities are based on the needs of the parents as indicated in their surveys.

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)							1	2	2					5
Intermediate(I)							4	9	6					19
Advanced (A)							10	12	4					26
Total	0	0	0	0	0	0	15	23	12	0	0	0	0	50

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	6		1	9
7	9	9	1		19
8	9	3			12
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		10		1		2		14
7	4		13		3				20
8	4		7		1				12
NYSAA Bilingual Spe Ed							1		1

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

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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 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?

- 4. a. ELLs are underperforming other subgroups across proficiencies and grades in ELA. However, when given an opportunity to take tests in their native language, ELLs perform comparable to other subgroups.
- b. We will be using the ELL periodic assessment for the first time this year.
- c.
- 5. N/A
- 6. The success of our programs for ELLs is measured by the comparison of diagnostic testing data against formative and summative testing data.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 19K292

All Title I SWP 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:	\$589,669	\$106,345	\$696,014
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5897.00	\$1063.00	\$6960.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,483	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58,967	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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

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

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

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

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

Parent Involvement Policy

2010-2011

I.S 292, in compliance with Section 1118 of Title 1, Part A of the No Child left behind (NCLB) act, has implemented a parent policy that strengthens the link between the school and community. The policy is designed to keep parents informed by actively engaging them in planning and decision making. Parents are encouraged to actively participate on School Leadership Teams, parent Associations and Title 1 parent Advisory Councils as trained volunteers and welcomed members of the school community.

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.

Training for parents will include:

- Support for parents understanding of, and participation in instructional initiatives
- Parent literacy development (basic education, GED and ESL classes and computer classes
- Learning leaders Parent Volunteer Program
- Support for increased parent participation on the school leadership team and sub-committees
- Family support resources in the form of career development, health, and social services.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement, problem solving, comprehensive education plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our Parent Coordinator will continue to provide parents with workshops and other forms of parental out- reach on a consistent, ongoing basis as well as supporting the needs of the school's parents at district-wide forums and training sessions. We will communicate the school's curricular and extra-curricular activities through monthly memos to parents.

Ongoing workshops will be provided to enhance parent leaders' abilities to develop socialization and operational skills necessary to effectively run a parent organization.

We will continue to stock a library with parenting and intervention materials, learning aids and other resources to of interest to parents.

Train parents to read and interpret the information provided by ARIS and involve them in the understanding of the standards, assessments and the core subject areas.

We understand the need to maintain outreach and recruitment programs/services for children and youth where we provide emotional support, mentoring, athletic skills and fine and performing arts. We also provide group sessions for parents as an opportunity to share common experiences, gain emotional support, and learn practical parenting and problem solving skills from each other.

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.

Parents and the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

I.S 292 staff will provide high quality curriculum and instruction consistent with state standards to enable participating children to meet the state's standards by using time efficiently; providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians; respecting cultural, racial and ethnic differences, implementing a curriculum aligned with state standards; offering high quality instruction in all areas; providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by No Child Left Behind (NCLB) act.

I.S 292 will address communication issues between teachers and parents by:

- conducting parent-teacher conferences each semester during which the individual child's achievements will be discussed as well as how this compact is related
- convening an annual meeting (early in the year) for parents of students participating in the Title 1 program and their right to be involved;
- arranging additional meetings at other flexible times, i.e, and providing (if necessary funds are available) transportation, child care or home visits for parents who cannot attend a regular school meeting;
- ensuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format, and to an extent practicable, in a language that parents can understand;
- involving parents in planning, reviewing, evaluating and improving Title 1 programs and the parent involvement policy
- providing parents with timely information, regarding performance profiles and individual student assessment results for each child and other pertinent individuals and ensuring that the parent involvement policy and School-Parent Compact are distributed and discussed with students.
- notifying parents of the procedures to arrange an appointment with their child's teacher;
- providing for open school activities that include observations of classroom activities.

I.S 292 will provide support to parents by:

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development activities. Times will be scheduled so that the majority of parents can attend; sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and supporting parental involvement activities as requested by parents.

SCHOOL-PARENT COMPACT

Family/Parent Pledge: We/I agree to carry out the following responsibilities to the best of my ability:

- Ensure that my child is fully immunized as per state regulations
- Provide a quiet place for homework and monitor TV viewing.
- Look over homework assignments daily to check for understanding.
- Sign and return all papers that require a parent or guardian's signature in a timely manner
- Read to or encourage my child to read every day
- Ensure that my child arrives at school on time every day
- Regularly monitor my child's progress in school
- Make every effort to become a member of the PTA and attend regularly scheduled meetings
- Discuss and reinforce the importance of self-discipline, appropriate behavior, and good work habits with my child
- Respect the school, staff, parents and families
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition.
- Attend parent/teacher conferences in November and March. If I cannot attend the above conferences, I will make an appointment to meet with the teacher.

Student Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Come to school every day ready to learn and work hard.
- Take home materials and information needed to complete assignments
- Bring to school necessary materials, completed assignments and homework.
- Complete homework daily in a thorough, legible, and timely manner.
- Know and follow class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV viewing

- Respect the personal rights and property of the staff, classmates, families and school property.
- Try to solve disagreements or conflicts peacefully.
- Accept responsibility for my actions and suffer the consequence of negative behavior.

Date		Parent's Signature
Date		Student's Signature
Teacher's Signature	Date	

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.

This answer may be found in SECTION IV: Needs Assessment, pages 11&12

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.

This answer may be found in SECTION VI: Action Plan, pages 16-22

3. Instruction by highly qualified staff.
The school currently has 84.7% highly qualified pedagogical staff.

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.

High-quality and ongoing professional development seminars will be provided 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. Teachers on each grade level/content area have weekly, 90-minute professional development sessions that are both teacher and contract facilitator led sessions. The purpose of these seminars is to cover a wide array of pedagogical topics, that positively impact and correlate with teacher professional practices. Coaches and Administrators consistently monitor individual teacher professional development to provide assistance in all areas of mandated expertise. Monies have been set aside to contract facilitators who will help to provide quality Professional Development sessions.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Administrators attend NYCDOE Career Fairs to invite HQTs to consider working at school by describing the wide array of instructional programs offered to students. School has programs that range literally from Special Education to Intellectually/Artistic/ Talent based Gifted Programs. Teachers are given tremendous support and leverage by Administration and this is also used to attract HQTs to the school.

6. Strategies to increase parental involvement through means such as family literacy services.
The school now offers computer training/classes in C+ and other programs for the parents of our students. The 15-week training course results in certification and job placement assistance. Each homeroom will appoint a class parent to assist with school parent contact and motivation to participate in school activities. Saturday literacy circles and math institutes that focus on curricular material and homework resources are also offered. Additionally, G.E.D classes are being offered three times per week.

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.

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.
In addition to opportunities during professional development, teachers are also engaged in the curriculum planning process during vacation breaks. Various resources and strategies are incorporated into a standards-based curriculum plan/map.

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.

The Inquiry Team analyzes the school wide data at the end of the previous school year. During the summer, plans are put into place to target the weaknesses of these students in summer school and then, continue during the current academic year. Having identified these weaknesses, six week, skill-based cycles of instruction are planned and monitored so that students will achieve their proficient or academic levels. Teachers who have been assigned to provide Academic Intervention Services are an integral part of this process.

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.

Butterfly Sisters, a group designed primarily to mentor girls. In this group, girls are counseled about self-esteem issues, how to assume leadership roles and nutrition and making the right choices. Connect With kids help to imbue our students with coping skills. Students are taught the nuances of gang awareness and gang prevention and are also exposed to information on bullying and other social issues. In partnership with Perscholias, adults in the community are involved in an A-Plus training program where they receive training in computer technology and repair. Armed with this training, the participants are provided with jobs in many organizations. Additionally, we offer a GED and ESL program to parents and other adults in our community. This ensures that our adults are provided with the basic skills necessary to enter the work force

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 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	x			\$495,252	x	16-24

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.

Title I, Part A (ARRA)	Federal	x					16-24
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal	x			\$92,000	x	16-24
Tax Levy	Local	x			\$3,238,654	x	16-24