



**INTERMEDIATE SCHOOL 392
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 23K392
ADDRESS: 104 SUTTER AVENUE
TELEPHONE: 718-498-2491
FAX: 718-346-2804**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 392 **SCHOOL NAME:** IS 392-The School for the Gifted and Talented

SCHOOL ADDRESS: 104 Sutter Avenue Brooklyn New York 11212

SCHOOL TELEPHONE: 718-498-2491 **FAX:** 718-346-2804

SCHOOL CONTACT PERSON: Shirley Wheeler-Massey **EMAIL ADDRESS:** swheelee@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Loren Cooper

PRINCIPAL: Shirley Wheeler-Massey

UFT CHAPTER LEADER: Sean Blanks

PARENTS' ASSOCIATION PRESIDENT: Rhonda Phillips

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: Martha Rodriguez-Torres

SUPERINTENDENT: Ainslie Cumberbatch

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
Shirley Wheeler-Massey	*Principal or Designee	
Sean Blanks	*UFT Chapter Chairperson or Designee	
Rhonda Phillips	*PA/PTA President or Designated Co-President	
Clover Hutchinson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lisa Salter	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Joyelle Rance-Fisher	Staff	
Sonia Hurdle	Staff	
Karen Hernandez	Parent	
Palmet Ellis	Parent	
Jacqueline Ormsby	Parent	
	Parent	
	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.

Intermediate School 392 located in Brooklyn, New York, opened its doors to its sixth and seventh grade students for the first time in September 2002. Housed and located on the fourth floor of P.S. 156, a Pre-K-5 grade school, I.S. 392 is currently a fifth through eighth grade middle school. It is located in a working class section of Brownsville, Brooklyn that has been historically underserved. However, the state of the art school building has become the pride and joy of the neighborhood.

I.S. 392 has a population of 296 students: 81% are Black, 15% of Hispanic descent, 3.4% of Asian or Native Hawaiian descent and less than 1% is white. The school has two art studios that have kilns, a dance studio, a photography dark room, a recording studio and a music room. These specialty rooms are used by staff and students which help support the instructional and arts programs of the school.

Instructional programs are enriched with arts residencies such as ceramics, dance and photography. These enrichment opportunities which are supported and funded by Title I funds, are provided by various Community-Based Organizations such as, Teachers and Writers Collaborative, Purelements Dance Studio, The Metropolitan Museum of Art. Other community partnerships that promote literacy include: Learning Leaders who provide a mentoring "Book Buddy Program." Additionally, The Leadership Program, provides mentoring for at-risk male students with successful role models from the community. The Victorian-Hands Foundation engages students in a literacy program, whose mission is to enhance awareness and respect of younger generations for their elders. Furthermore, to build school spirit and develop students' personal interests, various clubs (i.e. Chess, Visual Arts, Technology, Drama, etc.) are offered during our 9th period Enrichment sessions.

A 21st Century Grant supports one of our after-school programs, which is an extension of the work we're doing during the day. We have partnered with several CBO's such as: Community Works, Purelements and the Leadership Program to ensure there is continuity between our instructional programs during the day. Students are offered the opportunity to engage in activities such as African Dance, Ceramics, Photography and a Boys Mentoring Group.

This year, our school was selected from many, to take part in the Computers for Youth program. This two-year program provides free desktop computers for all 6th grade students and their parents, as well as training for their use at home. This will support our schools goal in ensuring that all students are computer literate and incorporating technology into their assignments and at home projects. Additionally, the program provides training for a student team called the MOUSE SQUAD, who are trained by on-site tech coordinators to become the

“Geek Squad” of the school, addressing any technology issues we are faced with, in the school building.

With the use of Title I/ SWP funding, academic Intervention Services are provided to meet the needs of students who require additional assistance to meet the State standards in English Language Arts, Mathematics, Science, and Social Studies. Academic interventions include Extended Day, Saturday Academy, Early Bird tutorials, reduced class size, small group instruction, and peer tutoring.

Parents are also significant contributors within the school community, working harmoniously with the staff to ensure their children’s success. Over the years, Title I funding has afforded us the opportunity to provide informational workshops about instruction and assessment that apprise and empower parents with useful tools and strategies to support their children at home. At I.S. 392, we truly live by the mantra of the African proverb, “IT TAKES A WHOLE VILLAGE TO RAISE A CHILD”.

School Vision and Mission

At IS 392, our goal is to establish and maintain a school environment that is stimulating, challenging and nurturing. We will promote high levels of academic achievement utilizing a rigorous, standards-based, interdisciplinary curriculum focusing on the higher-order thinking skills of application, synthesis, and evaluation. This curriculum will infuse the arts, create articulate public speakers and teach students to behave in a socially acceptable manner, so that they can become productive members of society. Implementation of these instructional initiatives will be supported with ongoing staff development, collaboration amongst all stakeholders and continuous reflection of practices.

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:	IS 392				
District:	23	DBN #:	23k392	School BEDS Code:	332300010392

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 checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					95.8	96.2	96.1%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					0	0	TBD		
Grade 4									
Grade 5	29	26	26	Poverty Rate: % of Enrollment					
Grade 6	95	94	120	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	87	88	87		86	72	82.2		
Grade 8	71	81	83						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	2	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	293	296	325		0	2	0		
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	12	8	10	Principal Suspensions	8	10	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	2	TBD		
Number all others	1	2	1						

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	1	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(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	17	18	18
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	1
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1.7	1.7	0.9	Percent more than two years teaching in this school	44.4	58.8	
Black or African American	83.3	79.4	80.3	Percent more than five years teaching anywhere	27.8	29.4	
Hispanic or Latino	12.3	15.2	12.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	3.4	6.2	Percent Masters Degree or higher	83	71	
White	0.3	0.3	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90	100	
Multi-racial	3	0					
Male	37.5	40.2	39.7				
Female	62.5	59.8	60.3				

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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

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)	x			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	86%	ELA:	
	Math:	94%	Math:	
	Science:	93%	Grad. Rate:	

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

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

Key: AYP Status

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

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

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

A review of Fall '09 and Spring 2010 State standardized assessments, indicated that 86% of students in grades 5-8 are performing above the State standard (Level 3 & 4) in English Language Arts, 94% were performing above the State Standard in Mathematics, 100% of grade 5 students performed at levels 3 & 4 on Fall '09 State Social Studies assessment, 94% of Grade 8 students at levels 3 and 4 on June '10 NYS Social Studies Assessment (increase of 20%) and similarly on June '10 NYS Science, with 93% of Grade 8 students at levels 3 and 4 (increase of 19%). Efforts to meet our Annual Yearly Progress (AYP) targets in reading and math have been addressed through the use of various intervention programs. Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State Standards in ELA, Mathematics, Science, and Social Studies. Intensive guidance and support services are provided to assist students who are experiencing issues that are impacting their ability to achieve academically. Although the intensity of the services provided, vary based on the individual needs of students, those students deemed to be at risk, including students in special education, receive appropriately targeted services. Academic interventions include Peer Tutoring, extended Literacy and Math Blocks, Extended Day, Saturday Academy, Morning and Afternoon Tutorials, and push-in and pull-out small group instruction in all core academic subjects. Furthermore, on and off site professional development will be continued for our new Social Studies teacher, in order to support students with meeting the NYS standards and our school's expectations.

***A further review of our Progress Report indicates that in English Language Arts, an increase of 15.8% of students (61.2%) of our overall student population, made one year's progress, similarly in Mathematics with 67.4% (4% increase) making one year's progress. Moreover, the bottom-third of our school's population, 81% (increase of 5.3%) made yearly progress in English Language Arts and 71.7% (increase of 14.7%) in Mathematics. This data informs us that continued support, enrichment and differentiation of instruction, must be provided to all levels of students in order to continue making significant yearly gains each year.*

Accomplishments

- *Awarded 21st Century after-school grant (September 2010)*
- *Awarded Computers for Youth grant (September 2010)*
- *Significant gains in progress on State ELA and Math assessments (as measured by NYC Progress Reports)*
- *Increase in the number of students taking and passing Math and Foreign Language Regents exams*
- *Increased number of students gaining entrance in Specialized Highs and Private Schools (21 in SY 2009-2010)*
- *Recipients of Mayor's Cup for Flag Rugby for three years consecutively (June 2008, June 2009, June 2010)*
- *Selected as National Title I Distinguished School (November 2007) Received grants from: JP Morgan Chase-CAL grant for the Arts, Center for Arts Education, Teachers and Writers Collaborative, CAE extension for Curriculum Development*
- *Mentor site for NYC Leadership Academy*
- *Citywide mentor site (Collaborative Communities of Practice)*
- *One of six schools selected to participate in Students as Museum Researchers (MET program)*
- *Media Recognition (NY Daily News, Canarsie Courier, Channels 9 and 12)*
- *Explored a variety of forums to increase parental support (workshops, social events, student performances, movie night, parent volunteers)*
- *Student arts accomplishments (City and National recognition)*

Significant aids

- *Provide a variety of support systems for students and staff (AIS program, professional development)*
- *Strong Arts program that supports and enhances instructional program*
- *Structure of curriculum (prototypes)*
- *Created a culture of community of learners*
- *Implementation of Principles of Learning (clear expectations, academic rigor)*
- *Strong communication/equity of voice with staff*
- *Strong school spirit*
- *Safe and secure learning environment (few incidents, suspensions, etc.)*

Barriers

- *Need for additional funding (staffing needs, programs, etc.)*
- *Increased Parental Involvement*

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.

Goal #1

To increase the delivery of differentiated instruction by teaching staff to support and address all students' needs, specifically in **English Language Arts**.

Goal #2

To demonstrate a 50% increase in the **use of technology** by both teachers and students, which will assist in the acceleration/improvement of student learning.

Goal #3

By June 2011, provide effective **enrichment and remediation** services to high-achieving students, as well as those who require **additional academic support**, in order to improve their overall academic achievement.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the delivery of differentiated instruction by teaching staff to support and address all students’ needs, specifically in English Language Arts.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>*Schedule common preps, lunch & learns, inter-visitations, per session hrs for inquiry meetings, study groups that allow for common planning to analyze student work. *Meet with Data Specialist on a weekly and/or bi-weekly basis to discuss/analyze student data and to arrange follow-up meetings with staff that will deepen their awareness & understanding of class and specific student data (both hard and soft). *Support teachers in the use of technology (ARIS and ACUITY) to access data from interim assessments by providing PD sessions in the fall and in the spring (if necessary) to ensure consistent monitoring of student performance and then observing evidence of that in their differentiated instruction, as well as their assessment binders. *Collaborate with Network staff to enhance our PD offerings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>*Fund Coach, Assistant Principal, lead teachers and outside consultants that will provide on-going training and workshops based on teacher needs in area of differentiated instruction.-Fair Student Funding * Utilize 5% of Title I funding to send teachers to off-site professional development that supports their development and understanding of differentiation of instruction. *Utilize Fair Student Funding resources to send teacher to internal DOE professional development.</p>

Indicators of Interim Progress and/or Accomplishment

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

By June 2011, a minimum of 35% (103 students out of 295) of student population will have an increase of 5-10 points on ELA Interim Assessments, school-wide formative assessments and grade level mini- assessments.

Moreover:

School-wide formative assessments, as well as mini-assessments that are skills- specific, that indicate **consistent student progress (5 or more points) in areas of identified need.*

Teacher conference notes and assessment binders that speak to students' strengths and deficit areas and explain how each are being supported through differentiated strategies and instruction. (i.e.. teachers' use of data to address individual student needs). **(Administration will conduct assessment binder checks 3 times throughout the year)*

**Student portfolios that include the writing process, teacher/peer feedback, student reflections and goal setting and demonstrate growth/development of students' writing skills.*

** Observation of teachers (formal and informal observations and focused walkthroughs) conducted by the administration to ascertain the implementation of differentiated instruction.*

**Teachers application of skills and strategies from PD sessions and meetings (use of data to provide differentiated instruction)*

**Lesson plans that show detailed and specific use of data and how differentiated instruction will address various students' needs (both high achieving and struggling students).*

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Instructional Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>To demonstrate a 50% increase in the use of technology by both teachers and students, which assist in the acceleration/improvement of student learning.</i></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"> <i>*Provide on-going opportunities for PD (in-house/external) to teachers that supports their understanding of how to infuse technology into classroom instruction</i> <i>*Purchase additional Smart Boards and projectors to ensure all classrooms have complete systems.</i> <i>*Schedule inter-visitations amongst teachers to encourage/assist and support less secure staff's use of technology</i> <i>*Utilize awarded funds from State Assemblyman to purchase laptop carts</i> <i>*Apply for Grant (Fall 2009) that supplies students and families with personal laptops</i> <i>*Require students to present projects and classroom presentations on Power Point or one of the classroom technology tools (i.e. SB, overhead projector, Mimio system)</i> <i>*Require students to present all final written monthly projects in typed form.</i> <i>*Provide opportunities at team meetings for teachers to share best practices centered around the infusion of technology.</i> <i>*Schedule classes to visit updated Computer/Journalism Lab to work on projects and assignments.</i> <i>*Strictly enforce technology 2 project/presentation rule across the core subjects amongst all students.</i>

<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><i>*Purchase additional Smart Boards/projectors to ensure all classrooms have complete systems.-OTPS-FSF supplies line and NYSTL Hardware funds</i> <i>*Utilize awarded funds from State Assemblyman-\$10,000</i> <i>*Per session hrs-Children's 1st Network funding for Science teacher to attend after school external PD's</i> <i>*Per diem days for coverage to participate in intra-visitations-FSF</i> <i>*Schedule inter-visitations amongst teachers to encourage/assist and support less secure staff's use of technology</i> <i>*Provide opportunities at team meetings for teachers to share best practices centered around the infusion of technology.</i></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>By June 2011: <i>*Formal teacher observations that reflect infusion of technology</i> <i>*Increased number of students (35% of student population) presenting monthly projects using various available technology tools.</i> <i>*Bulletin Boards that indicate students' use of varied technology tools/resources that enhance their written work.</i> <i>*Formal and informal observation reports</i> <i>*Periodic review of monthly unit and daily lesson plans</i> <i>*Review of student monthly projects that include Power Point presentations (visits to classrooms)</i> <i>*Student work/projects on monthly bulletin boards.</i> <i>*Feedback from teacher surveys (PD and support with use of technology)</i> <i>*Provide on-going PD for teachers to support efforts to increase use of technology.</i> <i>*Provide opportunities for students in need of training during lunch periods on power-point and computer use.</i></p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Student Support (Enrichment and Remediation)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>To provide effective enrichment and remediation periods to high-achieving students, as well as those who require additional academic support, in order to improve our students overall academic achievement.</i></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"> * Have SBO to embed teacher’s contractual 37.5 minutes into regular instructional day (9th period) *Organize enrichment programs for students to select from (clubs, remediation small groups) *Utilize data from Kaplan Practice test for Specialized HS Prep course *Provide 10 session Specialized HS Prep course for selected students *Provide ongoing assessments to monitor student growth/progress in various programs *Utilize 21st Century grant after-school program to support school efforts to provide enrichment programs/homework help *Post two positions for CHAMPS afterschool program *Make groups fluid/reorganize based on data review *Monitor remediation groups data at Inquiry Team Meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> * Set-aside per session funding for Specialized HS prep course (2 positions)-Fair Student Funding * Purchase materials and resources to support various student programs (i.e. workbooks, manipulatives, math games, chess materials, 2 Wii Systems etc.) *Set aside additional funding for supervisory/Principal position for various programs (21st Century and CHAMPS) –Fair Student Funding)

Indicators of Interim Progress and/or Accomplishment

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

By June 2011:

- *Student satisfaction surveys/feedback regarding the enrichment/remediation programs*
- *8 week celebrations (21st century grant)*
- *SPHS acceptance rates (February 2011)*
- *Improvement of target population's academic progress based on assessments, report cards, progress reports*
- *Academic growth of high-achieving students (maintaining high level 3's and 4's)*
- *Attendance for various after-school programs*

SECTION VI: ACTION PLAN-IF NEEDED FOR GOAL 4

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</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	3	3	2	2	0			
6	17	5	5	7	5			
7	40	8	7	8	2			
8	14	10	5	12	10	2	2	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><i>Students in need of academic support will participate in the following programs: morning tutorial, extended day, Saturday Academy and small group pull-out during the instructional day. Students will receive support based on the data received from Interim Assessments, in-house assessments (Buckle Down) and teacher classroom observations. A variety of supplemental materials are used to address the areas of need from Session one skills (multiple choice), writing, editing etc.</i></p>
<p>Mathematics:</p>	<p><i>Students in need of academic support will participate in the following programs: morning tutorial, extended day (after-school), Saturday Academy and small group pull-out during the instructional day. Students will receive support based on the data received from Interim Assessments, in-house assessments (Buckle Down) and teacher classroom observations. A variety of supplemental materials are used to address the areas of need from the different math content and process strands,</i></p>
<p>Science:</p>	<p><i>Students in need of academic support will participate in the following programs: morning tutorial, extended day and teacher small group pull-out during the instructional day. Students will receive support based on the data received from Practice State assessments, teacher-created in-house assessments and teacher classroom observations. A variety of supplemental materials are used to address the areas of science skill needs, including, but not limited to hands-on tasks and specific experiments.</i></p>
<p>Social Studies:</p>	<p><i>Students in need of academic support will participate in the following programs: morning tutorial, extended day and teacher small group pull-out during the instructional day. Students will receive support based on the data received from Practice State assessments, teacher created in-house assessments and teacher classroom observations. A variety of supplemental materials are used to address the areas of need including responding to Document Based Questions and multiple choice review.</i></p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><i>Students in need of at-risk counseling are provided either small group or individual counseling sessions, based on the area of need. Students receive counseling during designated periods based on their academic school day program. Additionally, students often times spend lunch periods with counselors to avoid issues or just for support. If additional support is required, a referral is made for outside services at Brookdale Hospital or a private agency.</i></p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><i>Students in need of at-risk counseling are provided either small group or individual counseling sessions, based on the area of need. Students receive counseling during designated periods based on their academic school day program. If additional support is required, a referral is made for outside services at Kings County Hospital or a private agency.</i></p>

At-risk Services Provided by the Social Worker:	<i>Students in need of at-risk counseling are provided either small group or individual counseling sessions, based on the area of need. Students receive counseling during designated periods based on their academic school day program. If additional support is required, a referral is made for outside services at Brookdale Hospital or a private agency.</i>
At-risk Health-related Services:	<i>Students in need of at-risk health-related services/support receive support from one of the school nurses. In collaboration with the parent, a program is developed to address the students' needs. If additional support is required, a referral is made for outside services.</i>

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.

*Shirley Wheeler-Massey, Principal
Ingrid Joseph, Assistant Principal
Deidra Tasher, Literacy Coach
Samantha Phillips, Guidance counselor*

IS 392 is a 5th-8th grade school located at 104 Sutter Avenue in Brooklyn, New York. As of October 2009, IS 392 has a total number of 326 students enrolled. None of the students in the total population are entitled English Language Learners.

In the event the percent of students in the population require services, we will create a variety of programs to address those needs. These programs will be designed to foster a sense of multiculturalism within the school environment. Intensive academic intervention services for ELL students will be available before school, after school, and during Saturday weekend school programs, pending budgetary allowances. Instructional strategies such the workshop models will be used, computer labs with various software utilizing ESL strategies will be infused in program. ESL push-in/Pull-out programs will also be provided to the ELLs.

All ELLs will receive English as a Second Language services according to Part 154 guidelines. All mandated services for ELL students will take place in through an ESL Push-in/Pull-out program.

Teacher Qualifications

*In the 2010-2011 school year, IS 392 has no fully certified and licensed ESL teachers.
If our student population changes, we will enlist the services of a per diem teacher who is credentialed appropriately.*

Part II. ELL Identification Process

- 1. Steps for Initial Identification*
- 2. Structures in place to ensure parents understand all three program choices*

IS 392 will employ a number of structures in place to ensure that parents understand all programs available to them. Once new students are identified as entitled ELLs, IS 392 will hold a Parent Orientation Workshop. Materials will be sent home in the parents' preferred home languages explaining the importance of the workshops and requesting parent attendance. The school's paraprofessionals, classroom teachers, and secretaries are involved in calling parents to ensure attendance. Parents can come in to speak to the ESL contact person by appointment when needs arise. Separate meetings that reflect the parents' language needs will be held.

The parent coordinator, translators, or a bilingual parent volunteers are always present along with a fully certified and licensed ESL teacher to conduct the workshops. Videos are shown in the parents' home language. All materials at these meetings, including the Parent Guide by NYC DOE are distributed in the parents' home languages. Parents review the videos and all the materials. ESL teachers and the school's parent coordinator explain the procedure and protocol for the identification, assessment, and the placement pertaining to the education of English Language Learners. Parental rights and characteristics of all three programs are fully explained during the workshop. Parents are given the opportunity to ask questions and translators are available during the entire workshop to ensure complete understanding of programs before they make informed decisions. Provisions are made to communicate effectively, through translators arranged by the school or with the help of the parents.

- 3. Distribution of entitlement letters, parent surveys, and selection forms*

Early in the school year, parents of all entitled ELL students through either NYSESLAT or LAB-R are given entitlement letters in English and their preferred language of communication. These letters inform parents of their child's newly entitled services or continued ESL services. Also the non-entitlement letters of LAB-R and NYSESLAT are sent home at this time.

- 4. Criteria used for placement*

At the parent orientation meeting, parents are made sure to be well informed about programs in their native language in our school. They sign and complete the parent survey and selection forms in their native language. ELL student's placement is determined and aligned with the parental choices of the students based on what is available at IS 392. We will also collaborate with the partner school in the building to use some of their ELL resources to make more available for parents and students.

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) 7 **Number of Students to be Served: 1LEP** _____ **Non-LEP**

Number of Teachers 1 ESLTeacher from sister school:PS 156 **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.

Shirley Wheeler-Massey, Principal
Ingrid Joseph, Assistant Principal
Deidra Tasher, Literacy Coach

*Samantha Phillips, Guidance counselor
Sandra Dargan-Lewis, Parent Coordinator*

IS 392 is a 5th-8th grade school located at 104 Sutter Avenue in Brooklyn, New York. As of October 2009, IS 392 has a total number of 326 students enrolled. None of the students in the total population are entitled English Language Learners.

In the event the percent of students in the population require services, we will create a variety of programs to address those needs. These programs will be designed to foster a sense of multiculturalism within the school environment. Intensive academic intervention services for ELL students will be available before school, after school, and during Saturday weekend school programs, pending budgetary allowances. Instructional strategies such the workshop models will be used, computer labs with various software utilizing ESL strategies will be infused in program. ESL push-in/Pull-out programs will also be provided to the ELLs.

All ELLS will receive English as a Second Language services according to Part 154 guidelines. All mandated services for ELL students will take place in through an ESL Push-in/Pull-out program.

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.

In the 2010-2011 school year, IS 392 has no fully certified and licensed ESL teachers.

If our student population changes, we will enlist the services of a per diem teacher who is credentialed appropriately.

Part II. ELL Identification Process

1. Steps for Initial Identification

2. Structures in place to ensure parents understand all three program choices

IS 392 will employ a number of structures in place to ensure that parents understand all programs available to them. Once new students are identified as entitled ELLs, IS 392 will hold a Parent Orientation Workshop. Materials will be sent home in the parents’ preferred home languages explaining the importance of the workshops and requesting parent attendance. The school’s paraprofessionals, classroom teachers, and secretaries are involved in calling parents to ensure attendance. Parents can come in to speak to the ESL contact person by appointment when needs arise. Separate meetings that reflect the parents’ language needs will be held.

The parent coordinator, translators, or a bilingual parent volunteers are always present along with a fully certified and licensed ESL teacher to conduct the workshops. Videos are shown in the parents’ home language. All materials at these meetings, including the Parent Guide by NYC DOE are distributed in the parents’ home languages. Parents review the videos and all the materials. ESL teachers and the school’s parent coordinator

explain the procedure and protocol for the identification, assessment, and the placement pertaining to the education of English Language Learners. Parental rights and characteristics of all three programs are fully explained during the workshop. Parents are given the opportunity to ask questions and translators are available during the entire workshop to ensure complete understanding of programs before they make informed decisions. Provisions are made to communicate effectively, through translators arranged by the school or with the help of the parents.

3. Distribution of entitlement letters, parent surveys, and selection forms

Early in the school year, parents of all entitled ELL students through either NYSESLAT or LAB-R are given entitlement letters in English and their preferred language of communication. These letters inform parents of their child's newly entitled services or continued ESL services. Also the non-entitlement letters of LAB-R and NYSESLAT are sent home at this time.

4. Criteria used for placement

At the parent orientation meeting, parents are made sure to be well informed about programs in their native language in our school. They sign and complete the parent survey and selection forms in their native language. ELL student's placement is determined and aligned with the parental choices of the students based on what is available at IS 392. We will also collaborate with the partner school in the building to use some of their ELL resources to make more available for parents and students.

Section III. Title III Budget—we did not receive any Title III funding**

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

In order to assess our school's written translation and oral interpretation needs, we utilize the Home Preferred Language Survey to identify language spoken at home. We also keep a record of families that need translation services.

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 findings indicate that approximately 90% of the families that don't speak English at home, need Spanish translation services. Additionally, 2% speaks Haitian-Creole. Findings were reported at PTA and staff meetings. Teachers of these students were also notified.

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 for Spanish-speaking families are provided. Letters and monthly school calendars are printed with the English version on one side and the Spanish version on the other. The written translation services are provided by school staff.

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 interpretations in Spanish will be provided by in-house school staff, whereas Assistant Principal and parent volunteers will provide oral interpretations in Haitian-Creole.

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>.

Addressing the needs of the Haitian-Creole speaking families is a barrier our school needs to deal with. However, the Assistant Principal and some parent volunteers from the PA provide oral interpretations when necessary. Nevertheless, we can use BETAC to assist us in obtaining written translations. Also, internet provided translation services can be tapped into the help break down this language barrier. Additionally, all notifications to parents will be disseminated in English and other targeted languages. Letters in all needed languages will be forwarded to parents, informing them of the availabilities of translation and interpretation services at the school. The availabilities of such services will be posted in a visible area within the general office and at the security desk of the school.

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:	\$193,034	\$155,626	\$348,660
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,930	1,556	\$3,486
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,652	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$19,303	*	

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.

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.

Parent Involvement Policy

I.S. 392 receives funds under Title I, No Child Left behind Act, to implement supplemental instructional programs for students. The procedures outlined herein constitute the school’s policy for parental involvement, support services and activities regarding Title I funds.

For the purpose of this parental involvement policy “parent” will be defined as any and all primary caregivers, and is intended to have the broadest possible meaning including parents, guardians, and other persons in “parental relations” to any child currently attending I.S. 392.

At the school level the School Based Parent Coordinators (PC) will: (1) create a welcoming school environment for parents, (2) work with the principal to address parent issues and concerns at the school, (3) conduct outreach to engage parents in their children’s education and (4) work to strengthen parent involvement in their children’s education. As a member of the school staff supervised by the principal, the Parent coordinator will accomplish these functions by partnering and supporting the work of their parent advisory councils, school leadership teams, community groups and parent association.

1. Consultation

-Parents at IS 392 are included in the school-level parental involvement activities in a variety of ways. At the first level, all activities are first discussed and approved at School Leadership Team Meetings and Parent Association/PAC Meetings. This ownership in the actual decisions relating to parental involvements activities are valuable in ensuring that a core group of parents selected and shared in the choice of topics for the events to address their needs.

-At monthly School Leadership Meetings, the CEP is reviewed to ensure that all activities that are Parental Involvement Goals are being planned. Sub-committees are created to plan specific events and future activities are also coordinated to ensure that all events occur in a timely manner. At times, new ideas are adopted to meet the current needs of the school. At the end of each activity, every component is

reviewed and discussed in order to evaluate its effectiveness and usefulness for parents. Recommendations for other learning opportunities are then made to ensure that parents feel successful and are provided with useful learning opportunities.

-IS 392 commits to a home school partnership at the beginning of the year with a Meet the Teacher Night. This is an opportunity to review with parents the goals and expectations for the school year. Parents are acquainted with all the resources the school has to offer. This partnership continues with Parent Teacher Conferences: 11/08 and 02/09 where parents are made aware of their children's performance and the various ways to assist them. Likewise, IS 392 provides supplemental programs to assist students who are failing or who need additional support. Early Bird Tutorials, Saturday Academies, After-School Tutorials are provided for students who need extra help in math and reading. For students who need enrichment services, IS 392 seeks opportunities to ensure that all students receive instruction that meets their needs. After School Clubs in Needlepoint, Band, Basketball, Chorus, Drama, Yoga, Aerobics, Visual Arts, Jewelry Making, and Chess are provided to enhance their talents and interests. Teachers at IS 392 are provided with bi-monthly professional development which is aligned with the instructional initiatives of the Department of Education and the additional school endeavors outlined in CEP. Additional support is provided for teachers by the Literacy and Math Coach, Teacher Center Specialists and Lead Teachers/Team Leaders. Teachers utilize various instructional approaches using a variety of data sources from Interim Assessments (ITA's and Predictive), in-house assessments, teacher observations and portfolios, etc.

IS 392 continues to provide assistance for teachers to assist students and parents through the school website through Ed-line which is linked with many data bases and learning resources.

-Parents and the schools share in the responsibility for high student performance by working together to ensure that students are succeeding in school. Communication is the first step in attaining this goal; first, parents need to find out what is happening in school. Daily conversations with their children should occur and parents should also communicate with teachers to understand what the expectations are for that class and grade. Parents should be active participants in all learning opportunities that can assist their children. NY State ELA Parent Workshops, NY State Math Exams, and other instructional workshops that support student development are some of the training sessions available to parents to assist them in their learning. A clear understanding of the objectives and curriculum requirements is necessary to foster the home school relationship. Parents must ensure that students attend school on time daily. Volunteering, if they can is also another way for parents to be involved in schools. At home, parents must limit the time parents spend on television and games. To provide continuity for learning at home, a quiet and safe environment must be available for children. For parents who have computers at home, they must become familiar with the on-line tools and resources available to assist them such as Interim Assessments (ITA's and Predictive)through Acuity. Visits to the school for conferences and classroom observations are also a vital way parents can assist their children.

Secondly, parents participate in the implementation stages and structure of the event. Finally, all events are advertised in high traffic areas in the school, through school newsletters and calendars and daily reminders are done at line-up to encourage children to remind their parents. Active members are encouraged to bring a new parent to every meeting/participant.

-Written parent concerns regarding Title I funds will be addressed within a one week time period by either the administration of I.S. 392 the executive board of the PA or the Parent Coordinator depending on the cause of the concern. A scheduled face-to-face meeting will take place to address the concerns brought forth.

-The Parent Coordinator, in collaboration with the PA and administration will provide parent meetings and workshops with information about the instructional programs and curriculum at I.S. 392. Workshops on the new expectations for New York State ELA and Math assessments will be given in March 2011, to ensure all parents are clear on the **new expectations and benchmarks for success**. A workshop informing parents how to interpret their children's' assessment results and their performance will be conducted. These workshops will also apprise parents will useful tools and strategies to assist their children at home. A workshop on the Interim Assessments and its

website will be given. This will provide parents with a hands-on, interactive experience to learn more about their children's' progress as well as resources for the parents to use at home with their children.

-I.S. 392 is a barrier free school, making it accessible to all parents/guardians and children.

-Translations of all school letters and notices will be produced, aiding in the communication with non- English speaking/limited English proficient parents. Family workers at I.S. 392 will provide translation services at the school for face-to-face inquiries and phone calls.

-An annual parent survey will be distributed to parents. This survey will address the needs that the parents have and their suggestions. Completing this survey, along with attending School Leadership meetings, Parent Association/PAC meetings, will give parents the opportunity to evaluate the content and effectiveness of the I.S. 392 Parent Policy.

2. Annual Meetings

-In collaboration, the administration of I.S. 392, the parent coordinator, the executive boards of the Parents' Association will schedule and plan an annual meeting for January 2009, and thereafter at a date prior to October of each school year. At the annual meeting, parents will be informed of Title I Parent allocations and the proposed budget. Parents will be given the Parent Involvement Policy and the School to Parent Compact. These documents will be reviewed and voted on for approval by the parents. In addition, parents will also be informed of program activities and procedures for ongoing involvement at the school level. Supporting documents, including a notice of the meeting, the agenda and the attendance sheet will be provided to the district parent support office.

-Regular Parent Association and PAC meetings will be scheduled monthly on the 2nd Wednesday of each month at 6 p.m., so that parents can make suggestions, meet with other parents, and have active participation in decision making related to the education of their children. At these regularly scheduled meetings, student of the month or attendance certificates are awarded. Performances by the students are scheduled throughout the year at these meetings.

3. Parental Activities

-Parental activities at I.S. 392 will include monthly meetings on the second Wednesday of every month where parents can discuss programs occurring in the school. This time is also an opportunity for parents to share their ideas and concerns for the school.

-Parents will be given the opportunity to attend the National Coalition Conference both in the fall of 2008 and the spring of 2009. Parents who cannot attend will receive the information obtained at the conferences during the monthly PA/PAC meetings.

-Learning Leaders a program to train parents to be effective parent volunteers in the school has been implemented. All parents are welcome to become a Learning Leader.

-THE PA will have a Pot-Luck dinner in December that will be offered to the families of I.S. 392. This will give families an opportunity to interact with one another. A performance of students will also occur at this time.

-Parent Workshops will be provide throughout the school year on the topics of parenting skills, gang awareness, curriculum and programs, navigating the school website, and utilizing resources to aide on improving student performance.

School-Parent Compact

The School (IS 392) Agrees:

To convene an annual meeting at the beginning of each school year (before Meet the Teacher) for all parents, to inform/update them on all school policies, as well as curriculum information for each grade.

To offer monthly PA/PAC meetings for parents to attend.

To actively involve parents in planning, reviewing and improving the Comprehensive Educational Plan and the Parent Involvement Policy. These parents are core members on the School Leadership Team and will attend monthly meetings to work on these plans. Parents on the School Leadership Team will also be involved in planning and implementing workshops for parents on curriculum, programs, and testing.

To provide parents with timely information about all programs through flyers, announcements, and notices, two weeks prior to a meeting/program. In addition, the event/program will be posted in the lobby of the school for all parents to see. The parent coordinator, parent association and PAC will be available to meet with parents about upcoming programs.

To provide high quality curriculum and instruction.

To provide on-going communication opportunities for teachers and parents through:

- *Meet the teacher*
- *Parent-Teacher Conferences*
- *Reports (Verbal and Written) to parents on their children's progress*
- *Appointments for meetings with staff members*
- *Opportunities to volunteer, i.e. trips, performances, Learning Leaders*
- *A monthly calendar*
- *Parent Newsletters*
- *E-mail where applicable*

To invite parents to participate in our school's arts program. We will request parents to assist with costuming, working within the art studio and participate in our annual school-wide Art Exhibit.

The Parent/Guardian Agrees:

To participate in parent workshops on curriculum, programs and testing.

To become involved in developing, implementing, evaluating and revising the school-parent involvement policy and Comprehensive Education Plan.

To work with his/her child/children on schoolwork; research projects and provide time for students to go to the library on regular basis. In addition, provide a time for the child to read daily at home

To monitor his/her child's/children's:

- *Attendance at school*
- *Punctuality*
- *Homework*
- *Television watching/Video game usage*
- *Internet usage*
- *Social development*

To share the responsibility for improved student achievement.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

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.

Although the school has not received a formal review since January 2008, the administration and grade teams engage in monthly student data reviews and quarterly curriculum reviews in an effort to enhance our instructional programs and evaluate their effectiveness. Additionally, teachers across the disciplines, participate in quarterly Collaborative Meetings to discuss the effectiveness of programs with our identified targeted population, as well as the student population as a whole. Monthly data analysis of student work will be completed by the grade teams and the School Inquiry Team, which will be another avenue that provides information on student performance and monitor progress. For the past two years, the administration and staff go on an overnight retreat, to further discuss and evaluate the school's instructional and enrichment programs, in order to plan for the following school year. Based on budget availabilities, this evaluative process will be a part of this school year's comprehensive needs assessment tool.

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.

- Are consistent with and are designed to implement State and local improvement, if any.

Through a variety of programs, students at Intermediate School 392 are provided with opportunities to meet and exceed state standards. ELA and Math Saturday Academy, Professional Periods, 50 minutes instructional block, and Early-Bird Tutorials are available for remediation and enrichment. Math A and Foreign Language Regents preparations are made available to accelerated 8th graders. Our in-house Specialized High School Prep Course will provide test-taking strategies and support to accelerated students. To aid students with coping strategies and problem solving skills, a peer mediation program and study skills groups are facilitated by our Mental Health Team. Exposure to various community-based organizations and careers are commonplace at IS 392. In 2007-2008, a Service Learning Program will be coordinated by the Guidance Counselor to introduce students to career awareness and to develop projects to benefit the community.

3. Instruction by highly qualified staff.

Wherever possible, all recruited teachers will be appropriately certified. They will be monitored through Principal counseling, administrative support, as well as, literacy and math coach. Furthermore, in school support will be provided by lead teachers and buddy teachers. Additionally, LSO specialist and college mentors will provide assistance to novice teachers.

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.

Professional development will be provided by the Reading/Math Coach, UFT Center Specialist, lead teachers and school administrators. The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. Professional Development will be provided through study groups, classroom inter-visitations, and regional training. Administrators are also afforded the opportunity to hone their skills through District cohort meetings, Regional Principal and Assistant Principal Conferences and Labor Union(CSA) training sessions.

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

Principal, in collaboration with the CFN Human Resource Personnel will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principal in collaboration with the ISC will work collaboratively to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. In addition, our Regional Instructional Learning Division in collaboration with the Regional Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master's degree.

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

Parents are encouraged to become an important part of the school community. Through several means: educational and social, parents are shown that they play an integral role in the school and that they contribute to enhancing the education of their children. Saturday and evening workshops are frequently scheduled for parents to acquaint them with instructional initiatives and state assessments. Events such as Movie Night, Book Fairs and Arts celebrations are part of the parental involvement activities at IS 392.

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

N/A

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

Study groups revolving around the components of exams are scheduled early in the year to acquaint teachers to the content and to identify exemplary strategies that are aligned to the assessments. Additionally, teachers review materials from various publishers to decide which ones best meet the needs of their students. Based on their opinions, they arrive at a decision and select the materials of their choice. Additionally, weekly planning time is used to frequently share and collaborate on the use of materials and successful approaches that impact student achievement.

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.

Identify students who require additional support in June, during the summer and early September in order to plan for tutorials and professional periods. Ensure that they will all receive some type of academic intervention service. Organize human resources to make sure that all students are assigned to adults for additional academic help. Purchase materials and resources that are necessary to ensure the successful implementation of program for students.

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

Students will volunteer in Senior Centers, libraries, in-school After School programs. They will also research available community resources and encourage residents to take advantage of them. They may initiate other projects that foster sense of community and empowerment such as community gardens, and petitions for additional resources.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)-complete

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)

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 I, Part A (Basic)	Federal	x			\$193,034		
Title I, Part A (ARRA)	Federal	x		x	\$155,626		
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x					

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.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are currently four students in Temporary Housing.

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

In an effort to support the STH population, we will provide them with at-risk counseling, after-school enrichment (academic and/or sports/arts), Saturday Academy, AIS services, advisory groups by staff and mentoring for at-risk students.

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:	I.S. 392					
District:	23	DBN:	23K392	School		332300010392

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.8	96.2	96.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.3	97.4	99.4
Grade 4	0	0	0				
Grade 5	24	26	21	Poverty Rate - % of Enrollment:			
Grade 6	103	120	81	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	86	87	102		86.0	82.2	82.2
Grade 8	87	83	84				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	7	5
Grade 12	0	0	0				
Ungraded	3	9	7	Recent Immigrants - Total Number:			
Total	303	325	295	(As of October 31)	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	3	10	12	Principal Suspensions	0	0	10
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	2	3
Number all others	1	1	1				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	17	19	18
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	3
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	0	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	93.8
				% more than 2 years teaching in this school	58.8	47.4	66.7
				% more than 5 years teaching anywhere	29.4	21.1	44.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	84.0	100.0
American Indian or Alaska Native	1.0	0.9	0.7	% core classes taught by "highly qualified" teachers	100.0	100.0	87.1
Black or African American	81.5	80.3	80.7				
Hispanic or Latino	12.9	12.0	12.9				
Asian or Native Hawaiian/Other Pacific	3.6	6.2	5.1				
White	0.7	0.3	0.7				
Male	42.6	39.7	40.0				
Female	57.4	60.3	60.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	50.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

**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 3	District 23	School Number 392	School Name IS 392
Principal Shirley Wheeler-Massey		Assistant Principal Ingrid Joseph	
Coach Deidra Tasher		Coach type here	
Teacher/Subject Area Angela Alcock/Spec Ed		Guidance Counselor Samantha Phillips	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Geiselle Fautleroy	
Related Service Provider none		Other type here	
Network Leader Martha Rodriguez-Torres		Other type here	

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

C. School Demographics

Total Number of Students in School	295	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.68%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. Initial Identification

IS 392 is a 5th-8th grade school located at 104 Sutter Avenue in Brooklyn, New York. As of October 2010, IS 392 has a total number of 295 students enrolled. Only two students in the total population are entitled English Language Learners. However, they are in special needs settings and have been x-coded based on their IEP's and disabilities that are unrelated to language.

In the event the percent of students in the population require services, we will create a variety of programs to address those needs. These programs will be designed to foster a sense of multiculturalism within the school environment. Intensive academic intervention services for ELL students will be available before school, after school, and during Saturday weekend school programs, pending budgetary allowances. Instructional strategies such the workshop models will be used, computer labs with various software utilizing ESL strategies will be infused in program. ESL push-in/Pull-out programs will also be provided to the ELLs.

All ELLs will receive English as a Second Language services according to Part 154 guidelines. All mandated services for ELL students will be provided by support staff at sister school within the building (PS 156).

2. Parents

IS 392 will employ a number of structures in place to ensure that parents understand all programs available to them. Once new students are identified as entitled ELLs, IS 392 will hold a Parent Orientation Workshop. Materials will be sent home in the parents' preferred home languages explaining the importance of the workshops and requesting parent attendance. The school's paraprofessionals, classroom teachers, and secretaries are involved in calling parents to ensure attendance. Parents can come in to speak to the ESL contact person by appointment when needs arise. Separate meetings that reflect the parents' language needs will be held.

The parent coordinator, translators, or a bilingual parent volunteers are always present along with a fully certified and licensed ESL teacher to conduct the workshops. Videos are shown in the parents' home language. All materials at these meetings, including the Parent Guide by NYC DOE are distributed in the parents' home languages. Parents review the videos and all the materials. ESL teacher and the school's parent coordinator explain the procedure and protocol for the identification, assessment, and the placement pertaining to the education of English Language Learners. Parental rights and characteristics of all three programs are fully explained during the workshop. Parents are given the opportunity to ask questions and translators are available during the entire workshop to ensure complete understanding of programs before they make informed decisions. Provisions are made to communicate effectively, through translators arranged by the school or with the help of the parents.

3. Entitlement

Early in the school year, parents of all entitled ELL students through either NYSESLAT or LAB-R are given entitlement letters in English and their preferred language of communication. These letters inform parents of their child's newly entitled services or continued ESL services. Also the non-entitlement letters of LAB-R and NYSESLAT are sent home at this time.

4. Criteria used for placement

At the parent orientation meeting, parents are made sure to be well informed about programs in their native language in our school. They sign and complete the parent survey and selection forms in their native language. ELL student's placement is determined and aligned with the parental choices of the students based on what is available at IS 392. We will also collaborate with the partner school in the building to use some of their ELL resources to make more available for parents and students.

5 & 6

Since we only have two students this year who are eligible for services and are receiving support within their self-contained special education classroom, there haven't been any trends. For the past several years, there have been either one or No ELL students.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs in a TBE program who are in alternate placement: 0

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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	
Other										0	0
TOTAL	0	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								2						2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	2	0	0	0	0	0	2

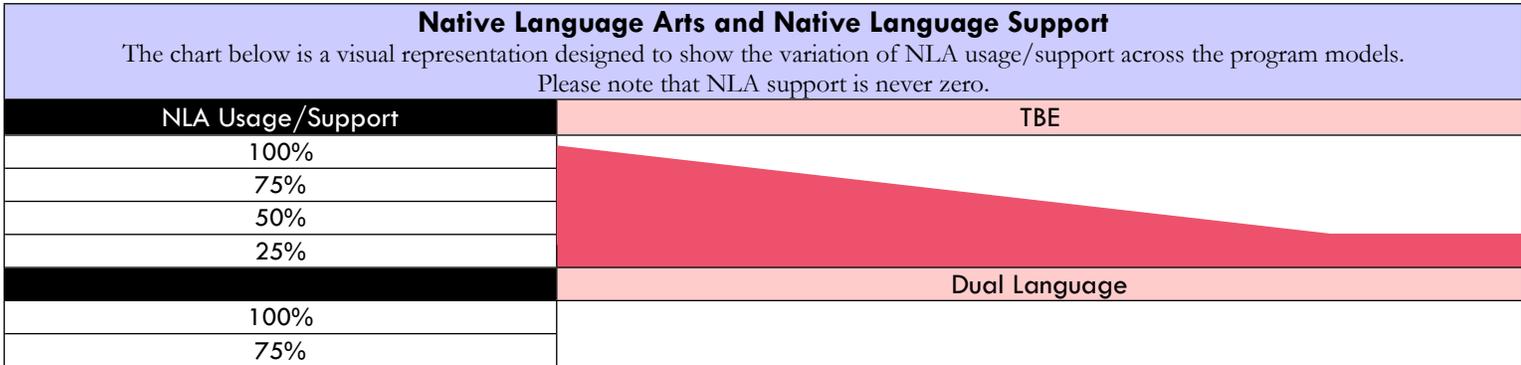
Part IV: ELL Programming

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.
- Our two ELL students are serviced within their self-contained special needs classes. Since it has been determined that their lack of progress on the NYSELAT is not language related, but due to their severe academic deficiencies (both are classified MR), their needs are addressed by their classroom teacher as noted within their IEP's.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

B. Programming and Scheduling Information--Continued

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

Our intervention programs include Extended day, Saturday Academy and small group pull-out, all of which our ELL students are offered. Classroom teacher works with these students directly during professional periods to provide more intense instruction based on their needs. Furthermore, the ELL teacher assigned to the elementary school within the building has provided our special needs teacher with strategies to work with and support her two ELL students. All students are offered Spanish as a foreign language and receive instruction in this discipline twice a week.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

In the 2010-2011 school year, IS 392 has no fully certified and licensed ESL teachers. However, our special needs teacher collaborates with the ESL teacher from our sister school within the building to get teaching strategies and support on addressing our special needs ELL students. Since the two students are in self-contained special needs classes, they will more than likely be slated to attend a D75 school, where it is expected, they will be supported similarly. All staff are provided with training on working with ELL's during various PD opportunities, including faculty conferences, external PD's and those offered by our CFN.

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?

Parent involvement in our school has improved some over the last year, however, we are still looking for ways to improve. As a way of ensuring that we are addressing our parents' needs, we survey them after each meeting w/a suggestion box and then try to meet their expectations and their requests. Our Parent Coordinator works with the PA to plan/organize parent workshops based on survey results and suggestion box, as well as our School Leadership Team, who coordinates several workshops/plans activities throughout the year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

	P													
READING/ WRITING	B						2							
	I													
	A													
	P													

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Over the course of the last nine years, we've only had three ELL's, all of whom have been special needs students. Currently, the two special needs students have been assessed using DRA and Fountas and Pinnell at the beginning of the year. They are slated to be assessed twice more, over the course of the next few months.. The data reveals that the students' deficiencies are related to their academics, rather than language. Therefore, the classroom teachers are able to use the Spanish speaking classroom paras to assist/support the students with language and academic development. Both students are X-coded based on the data review and assessed using NYSAA and performing level 3 on all subject areas. Our returning 7th grade student appears to be making small academic gains within the classroom; I believe the support she is receiving is helping. The new 7th grader (September admittance), appears to be adjusting and moving along slowly, but we are unable to fully assess the supports we have in place at this early juncture.

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

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		