



**JACOB H. SCHIFF ELEMENTARY SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 06M192**  
**ADDRESS: 500 WEST 138<sup>TH</sup> STREET, N.Y. N.Y 10031**  
**TELEPHONE: 212-281-8395**  
**FAX: 212-261-7129**

**TABLE OF CONTENTS**

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

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

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

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

**SECTION IV: NEEDS ASSESSMENT.....10**

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

**SECTION VI: ACTION PLAN.....12**

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

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

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

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

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

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

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

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

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

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 06M192      **SCHOOL NAME:** Jacob H. Schiff

**SCHOOL ADDRESS:** 500 West 138<sup>th</sup> Street New York N.Y. 10031

**SCHOOL TELEPHONE:** 212-281-8395      **FAX:** 212- 862- 7129

**SCHOOL CONTACT PERSON:** Justin Kravetz      **EMAIL ADDRESS:** jkravet@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Josephine Carrasquillo

**PRINCIPAL:** Deborah Schaefer

**UFT CHAPTER LEADER:** Josephine Carrasquillo

**PARENTS' ASSOCIATION PRESIDENT:** Mayra Rosado

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 6      **CHILDREN FIRST NETWORK (CFN):** 601

**NETWORK LEADER:** Lawrence H. Block

**SUPERINTENDENT:** Martha Madera

## 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
Deborah Schaefer	*Principal or Designee	
Josephine Carrasquillo	*UFT Chapter Chairperson or Designee/SLT Chairperson	
Mayra Rosado	*PA/PTA President or Designated Co-President	
Jany de los Santos	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Margarita Pitre	DC 37 Representative, if applicable	
Angela Tavaréz	Member/ UFT	
Todd Feltman	Member/UFT	
Alba Linarez	Member/UFT	
Josefina Baez	Member/Parent	
Josefina Taveras	Member/Parent	
Carmela Torres	Member/Parent	
Arabelys Soto	Member/Parent	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

---

Our school, Jacob H. Schiff Elementary also known as PS192, is located in the Hamilton Heights section of Manhattan across the street from City College. It serves a population of 376 students in grades Pre-K through 5. The majority of our students are of Hispanic descent. The adults in our school community are dedicated and committed to working together to accelerate student achievement and to create a caring and nurturing second home for our young learners.

Our educational premise is that all children, including students with disabilities and English Language Learners, must receive grade level instruction that is challenging, yet engaging, rigorous yet motivational. Whether it is by providing students with scaffolds and supports or by providing students with enrichment opportunities, our teachers work hard to create differentiated activities for students to achieve their instructional learning goals.

Our school has adopted *Treasures* as our ELA curriculum and, in math, we have adopted *Math Connects*. Both curricula are aligned with New York State standards. We believe that by having a uniform curriculum, students reap the benefit of teachers' precise grade level planning and vertical planning. In light of the emergence of Common Core State Standards, the school has already begun to address the much higher student expectations conveyed in the revised set of standards. The content of the unit assessments, incorporating rigorous questions and writing activities aligned to the expectations of the Common Core State Standards, drives teachers' daily instruction. We realize that, as educators, preparing students to meet or exceed the NY state standards ultimately means that we are providing our students with the necessary skills and understandings to do well in middle school, high school, college and beyond.

As the development of higher order thinking skills is one of the most important attributes we can impart to our students, the school works hard in cultivating teachers' abilities to develop student writing. Developing the craft of writing is interwoven with the development of our students' ability to think critically. To this end, a large part of the work of teacher teams is dedicated to analyzing their students' writing (after scoring it using a uniform criteria), and identifying strategies to address areas of need. This inquiry approach also takes place in the analysis of math and ELA unit assessments. To further enhance our collaborative practices and to enhance teachers' professional practice, our faculty participates in book studies designed to move the school's writing agenda forward.

After school, we provide our students with opportunities to participate in clubs, academic support and enrichment opportunities. During the school day, all of our students receive library/research classes, computer classes, music, and gym classes. We offer a variety of extra-curricular activities in order to foster a positive self-esteem, appropriate social interactions and team spirit, and to cultivate their talents and skills. We have America Scores Co-ed soccer program, a basketball team, and a baseball team as part of our extracurricular activities.

We place great emphasis and effort in maintaining a strong bond with our parents. To us, parental involvement is one of the most important elements of the success of a school. To this end, the principal and staff members work closely with the parent association in creating activities to increase parental involvement. We also know that that the academic success of our children is most likely to show itself when there is a strong partnership between parents and the school. Many of our workshops are given by our staff and are designed to give parents an in depth look into our curriculum and state expectations.

We nurture our students' socio-emotional needs. To support our students and their families, we house a Parent-Child Mental Health Clinic from Saint Luke's Hospital which provides pre-screening evaluations for family counseling services and other support services and evaluations. We also have a partnership with the Heritage Medical/Dental Health Clinic which provides free medical services to our students on-site. In addition we have an on-site SAPIS counselor who provides push-in intervention services across the grades.

PS 192 received in C in the 2009-2010 Progress Report after having received A's for the previous two years. The overall Progress Report grade dropped as NYS ELA and Math Exam performance decreased due to the adjustment of cut scores by NYS to align test results with national trends as measured by NAEP. Despite the drop in overall Progress Report grade due to a decrease in ELA and math test performance, PS192 received a B in the Learning Environment survey and a B in the area of student progress. Our daily attendance is close to 94%. The school met Adequate Yearly Progress in math and science, not in ELA. The school continues to be a school in good standing.

### **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.

---

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 192 Jacob H. Schiff								
District:	6	DBN:	06M192	School BEDS Code:	310600010192				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	35	36		93.5	94.2	93.2		
Kindergarten	58	79	64	<b>Student Stability - % of Enrollment :</b>					
Grade 1	66	55	79	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	55	56	47		90.8	90.9	94.2		
Grade 3	54	55	49	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	50	56	50	(As of October 31)	2008-09	2009-10	2010-11		
Grade 5	60	42	44		93.5	96.3	95.7		
Grade 6	57	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		2	78	47		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		17	14	14		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	1	2	1	(As of June 30)	2007-08	2008-09	2009-10		
Total	437	380	370						
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	24	26	24	Principal Suspensions	46	52	11		
# in Collaborative Team Teaching (CTT) Classes	8	0	0	Superintendent Suspensions	17	11	2		
Number all others	31	27	18	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>				Early College HS Program Participants	0	0	0		
(BESIS Survey)				<b>Number of Staff - Includes all full-time staff:</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	72	33	TBD	Number of Teachers	46	47	35		
# in Dual Lang. Programs	10	46	TBD						
# receiving ESL services only	112	74	TBD						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	21	TBD	Number of Administrators and Other Professionals	18	16	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	8
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	0	% fully licensed & permanently assigned to this school	100.0	97.9	96.9
				% more than 2 years teaching in this school	76.1	72.3	85.7
				% more than 5 years teaching anywhere	78.3	68.1	85.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	89.0	85.0	91.4
American Indian or Alaska Native	0.0	0.3	0.0		86.3	100.0	89.7
Black or African American	6.4	5.5	7.6				
Hispanic or Latino	91.8	91.6	91.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.3	0.3				
White	0.9	0.8	1.1				
Male	54.7	58.4	53.2				
Female	45.3	41.6	46.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	C			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	38.6			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	8.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	3.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	26						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

### **Trends:**

1. Our students continue to make Adequate Yearly Progress in Math and Science.
2. The responses provided by parents and teachers on the school's learning environment survey continue to be positive.
3. Our school attendance continues to be high.
4. Writing (whether it may be in short or extended responses or essay form) is an area of need demonstrated in every subject area.
5. We have seen a steady increase in parental involvement.
6. The 2010 state assessments results broke the pattern of continued improvement as our scores, following a statewide trend, decreased in comparison to previous years.
7. After analyzing the 2010 ELA state assessment results, we have identified the following areas to be addressed:
  - a. Identification of main ideas with supporting details from the text (grade 3)
  - b. Making predictions, drawing conclusions and making inferences about events and characters
  - c. Using note-taking and graphic organizers to record and organize information
  - d. Forming opinions on a subject on the basis of information, ideas and themes expressed in presentations.
8. After analyzing 2010 Math state assessment results, we have identified problem solving as an area of priority school-wide.

### **Accomplishments**

1. Teacher teams are meeting regularly to plan instruction, analyze data, select, discuss and implement instructional strategies that will have a positive impact on student achievement.
2. Teacher teams are meeting regularly for the purposes of collaborative inquiry manifested through our professional learning teams.
3. Parental involvement has increased.
4. The school is currently a school in good standing in New York State.

## Barriers

1. Our school must compete with the proliferation of new schools that recruit many of our students thus having an adverse reaction on our school register which causes financial hardship for our school community.
2. Our students have diverse backgrounds and a range of educational experiences. Meeting the academic needs of students in the classroom while aiming for all students to achieve the curricular learning goals is a challenge faced by teachers in our school.

### SUMMARY OF DATA ANALYSIS/FINDINGS – GRADES 3-5:

#### Trends in ELA Scores 2006-2010

Year	Grade	Level I	Level II	Level III	Level IV
2006	3	18%	57%	24%	-
2007	3	29%	47%	24%	-
2008	3	20%	55%	21%	1%
2009	3	10.7%	33.9%	51.8%	3.6%
<b>2010</b>	<b>3</b>	<b>34.6%</b>	<b>51.9%</b>	<b>11.5%</b>	<b>1.9%</b>
2006	4	19%	38%	41%	2%
2007	4	29%	47%	24%	-
2008	4	23%	45%	30%	-
2009	4	8%	46%	46%	-
<b>2010</b>	<b>4</b>	<b>14.8%</b>	<b>57.4%</b>	<b>25.9%</b>	<b>1.9%</b>
2006	5	9%	56%	32%	3%
2007	5	39%	39%	22%	-
2008	5	9%	55%	36%	-
2009	5	1.8%	47.3%	47.3%	3.6%
<b>2010</b>	<b>5</b>	<b>33.3%</b>	<b>33.3%</b>	<b>33.3%</b>	<b>-</b>

**Trends in Mathematics 2006-2010**

Year	Grade	Level I	Level II	Level III	Level IV
2006	3	26.2%	30.1%	40.8%	2.9%
2007	3	18.8%	27.5%	51.3%	2.5%
2008	3	3.2%	17.7%	66.1%	12.9%
2009	3	1.7%	3.4%	79%	15.5%
<b>2010</b>	<b>3</b>	<b>23.6%</b>	<b>38.2%</b>	<b>25.5%</b>	<b>12.7%</b>
2006	4	22.0%	36.6%	35.4%	6.1%
2007	4	25.0%	25.0%	43.8%	6.3%
2008	4	16.2%	27.9%	54.4%	1.5%
2009	4	9.6%	13.5%	61.5%	15.4%
<b>2010</b>	<b>4</b>	<b>7.1%</b>	<b>58.9%</b>	<b>33.9%</b>	<b>-</b>
2006	5	16.8%	41.6%	39.6%	2.0%
2007	5	23.1%	52.3%	23.1%	1.5%
2008	5	13.2%	35.3%	48.5%	2.9%
2009	5	5.5%	25.5%	58.2%	10.9%
<b>2010</b>	<b>5</b>	<b>17.1%</b>	<b>48.8%</b>	<b>24.4%</b>	<b>9.8%</b>

## 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: Literacy:**

- ❖ By June 2011, 15% of fourth graders will attain a minimum of one and a half year's reading progress as measured by Fountas and Pinnell reading levels.

### **Goal #2: Parent Involvement**

- ❖ By June 2011, to increase the number of activities designed for parents with the purpose of increasing parental involvement as compared to last year.

### **Goal #3: Collaborative Inquiry**

- ❖ By June 2011, teacher teams, organized by grade level, will regularly engage in collaborative inquiry to include analysis of student data, identification of student needs and implementation of instructional practices that accelerate student learning.

### **Goal #4: ELA Curriculum and Assessment**

- ❖ By June 2011, all classroom teachers in grades 3-5 will use end-of-unit assessments in ELA to monitor attainment of grade level standards in reading and writing.

### **Goal #5: Student Engagement**

- ❖ By June 2011, PS 192 will provide our students with a variety of after school academic and/or recreational offerings in order to promote student engagement and participation to exceed the number of offerings during school year 2009-2010.

**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):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 15% of fourth graders will make a minimum of one and a half year’s reading progress as measured by Fountas and Pinnel reading levels.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Writing Instruction</b></p> <ul style="list-style-type: none"> <li>• Consistent with the educational research found in the study Writing to Read (from the Alliance of Excellent Education) teachers will be expected to employ writing strategies that have shown to have a strong correlation with developing students’ reading abilities. For example:             <ul style="list-style-type: none"> <li>✓ Having students respond to text by answering open-ended questions</li> <li>✓ Having students summarize what they read</li> <li>✓ Teaching students to note take about what they read (or during a listening passage)</li> </ul> </li> <li>• Teaching students to generate questions about what they read.</li> <li>• Teachers will work to improve a writing rubric by studying and using grade level exemplars.</li> <li>• Teachers will be trained in the scoring and feedback of student writing</li> <li>• Teachers will regularly provide students and parents with results of writing assessments and next steps for improvement</li> <li>• Principal will provide teachers with common forums to examine samples of student work. As a result, teachers will come to agreements on interpretations of ratings against common criteria.</li> <li>• By December, teacher teams will come up with writing pieces that teachers agree illustrate exemplary writing on grade level. These exemplars will be used as tools for writing instruction.</li> </ul>

### **Teacher Team Work**

- To provide grade level teacher teams with protocols to assist them in using assessment results in the area of writing as a means of identifying instructional practices that will elevate student performance.
- Based on writing assessments and rubric criteria, to develop data collection and aggregation tools so students' results can be viewed by individual, subgroup, class and grade level perspectives.
- Grade level teams will identify (through research or best practices) specific instructional strategies to elevate student outcomes, work together to improve practice (developing criteria for practice, visiting and feedback to colleagues, coach visits, supervisory observations) to gauge whether selected strategies have impact.

### **Reading**

- Through Acuity and teacher constructed grade level examinations, students will improve their abilities to respond correctly to higher order critical thinking questions. Based on grade level text material.
- Teachers will receive training and support on developing questions that spark students' critical thinking skills.
- In grade level meetings, teachers will work together to develop critical thinking questions in response to common readings (shared reading).
- In the cycle of inquiry, attention to improve reading comprehension and student engagement will be addressed a minimum of once a month.
- Working in collaboration with network specialists, teachers will utilize similar formats of assessments and running records in order to evaluate student performance and identify next steps.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• This goal will be achieved through the collaboration of the principal, teacher teams and network staff.</li> <li>• CEIS and TL Children First Inquiry Teams funds will be utilized for per session activities for teacher teams to engage in the process of inquiry with the purpose on improving reading and writing skills.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Running records will be administered every 7-8 weeks.</li> <li>• A spreadsheet demonstrating reading progress from June 2010 to June 2011 will be provided.</li> </ul>

**Subject/Area (where relevant):** Parent Involvement/  
Communication

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, to increase the number of school activities designed for parents with the purpose of increasing parent involvement as compared to last year.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• In September, the principal will administer a parent survey to record parents' perceptions of how well we communicate with them. The survey will also solicit ideas for workshops from the parents.</li> <li>• Parent coordinator will analyze the results of last year's learning environment survey in order to determine her professional goals which will revolve around the area of increasing parental involvement and improving reciprocal communication between parents and school members. Parent coordinator will conduct a series of workshops.</li> <li>• Parent coordinator, parent association members and the principal will create a parent calendar incorporating a series of meetings and workshops to address the requests and needs of the parents as identified in survey analysis.</li> <li>• The principal will facilitate a series of workshops for parents (Principal's Series) throughout the year to transmit information and explain to parents addressing:             <ul style="list-style-type: none"> <li>○ NYC new accountability metrics for the progress reports (to include explanation of the latest school report card)</li> <li>○ 2010-2011 quality review rubric</li> <li>○ Core Standards</li> </ul> </li> <li>• Throughout the year, our teachers will conduct curriculum workshops to explain to parents the grade level expectations of our new ELA and Math curriculum. These meetings will be well advertised and refreshments will be served. We will hold parent meetings at convenient times so that a maximum amount of parents are able to attend.</li> <li>• We will disseminate parent information in various ways: through automated phone calls, parent coordinator phone calls, bulletin boards announcements, in-person notifications (when students are dropped off and picked up in the afternoon) and we will backpack reminders to parents as needed. Our parents will also have the opportunity to attend special workshops given by Network Plus. To increase parent participation and involvement, our teachers will provide ESL and fitness workshops on Saturdays.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Achievement of this goal will be attained through the collaboration of the parent coordinator, teachers, principal and parent association involvement.</li> <li>• Funds that will be used to support goal achievement include: Title III, Title I and TL funding.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• A minimum of 2 parent workshops/ activities a month will be given. The parent coordinator will monitor attendance to these workshops as a gauge of increased parental involvement.</li> <li>• A list of workshops/activities created for parent involvement will demonstrate that the number of activities conducted during the current school year exceeded the number of activities from last year.</li> </ul>

**Subject/Area (where relevant): Collaborative Inquiry/ Professional Learning Teams**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, teacher teams, organized by grade level, will regularly engage in collaborative inquiry to include analysis of student data, identification of student needs and implementation of instructional practices that accelerate student learning.</p>
<p><b>Action Plan</b> 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"> <li>• Teachers will meet twice a month (Circular 6 period, faculty conferences) to engage in collaborative inquiry. The principal will hold a series of workshops at the beginning of the year to train the teachers in the principles of professional learning communities as defined by Mike Schmoker in his book titled <i>Results Now</i>.</li> <li>• During these training sessions, teachers will learn to identify student needs based on data, to implement instructional strategies that accelerate student achievement and to monitor the effectiveness of such strategies by administering common assessments developed collaboratively.</li> <li>• The principal will facilitate teacher meetings and introduce the use of protocols. During these meetings, teachers will learn how to become facilitators of professional learning teams and will naturally engage in the process of collaborative inquiry.</li> <li>• Classroom teachers will participate in after school book studies. The books will be <i>6 +1 Traits in Writing</i> for grades K-2 and for grades 3-5. The book studies will be facilitated by teachers. The strategies delineated in the book will be incorporated in teachers' repertoire of strategies for teaching writing (lessons of analysis of exemplars, rubric utilization, practical strategies for teaching ideas, organization, sentence fluency, voice, conventions, and word choice).</li> <li>• With support of network coaches, teacher teams will meet after school to deepen the process of inquiry to include the scoring of student writing and to create effective lessons.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• Accomplishment of this goal will be attained through the facilitation skills of the principal, commitment of the teacher teams and network CEIS coaches.</li> <li>• Funds that will be used to support goal achievement include: CEIS funds (Network ARRA funding), Title I, TL Data specialist and TL Children First Inquiry Teams funding.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Monthly sign in sheets with accompanying agendas and meeting documents for every PLT session will provide evidence of goal achievement.

**ELA Curriculum and Assessment**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, teachers in grades 3-5 will use end-of-unit assessments in ELA to monitor attainment of grade level standards in reading and writing.</p>
<p><b>Action Plan</b> 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"> <li>• Teachers, working in grade level teams, will modify and/or create uniform end of unit assessments incorporating questions that mirror state exam questions. The alignment of ELA unit assessments to state exams will also include the incorporation of Response to Literature writing tasks that expect students to answer with details from the text to support their positions as well as other questions that demand deep analysis and interpretation.</li> <li>• In an effort to have an in-house method of monitoring progress and predicting performance on the NY State ELA exam, we will be administering unit assessments aligned to New York State standards after the culmination of each <i>Treasures</i> unit of study.</li> <li>• The results of these assessments will be analyzed and monitored for:             <ul style="list-style-type: none"> <li>✓ Reading comprehension acquisition in grades 3-5</li> <li>✓ Quality of answers to short and extended response questions</li> <li>✓ Writing task in Response to Literature</li> </ul> </li> <li>• Areas of need revealed by unit assessments will be purposely addressed in subsequent instruction by the grade level team. In addition, teachers will use differentiated instructional strategies to address the strengths and needs of our students revealed through unit assessments.</li> <li>• The coach and data specialist will collect end of unit assessment results by grade level and systematize their results in spreadsheet form to identity trends, patterns and areas of deficit that will serve to inform collaborative inquiry discussions and subsequent actions.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• Attainment of this goal will be obtained by the collaboration of teacher teams, ELA coach, and data specialist with the direction of the principal.</li> <li>• Funds that will be used to support goal achievement include: TL FSF funding.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- In grades 3-5, there will be 6 end -of- unit assessments administered every 7 weeks. Each unit assessment will also be accompanied by its corresponding analysis of results.

**Subject/Area (where relevant):** Student Engagement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, PS 192 will provide our students with a variety of after school academic and/or recreational offerings in order to promote student engagement and participation to exceed the number of offerings during school year 2009-2010.</p>
<p><b>Action Plan</b> 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"> <li>• The principal will survey staff members for interest in after school program participation.</li> <li>• A committee of teachers will create a proposal for an after school recreational program with capacity for 60 students. Selection of activities will range from sports, chorus, yoga and guitar classes.</li> <li>• After the application process, the principal will select staff members who will conduct a range of recreational activities. Parents will be notified by mail. The program will begin in the Fall (funds permitting).</li> <li>• We (principal and teachers) will provide students with the opportunity to participate in clubs which will be after school and will be lead by our teachers. These clubs will target the interest of students and will be open for students in grades 1 through 5.</li> <li>• We will provide students with academic programs during the spring. These sessions are designed to sharpen students’ skills for the ELA and Math state exams.</li> <li>• Academic Intervention Services will be provided after school for students who need extra help.</li> <li>• Programs for SIFE and ELL students (lead by the ELL teachers) will commence in the fall and continue until May.</li> <li>• Coaches will sponsor Literacy pajama night, math pajama night, and movie nights throughout the year to encourage student and family involvement.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• This goal is hugely dependant on the receipt of a Violence Prevention Grant, Title I funds, Tittle III funds and Tax Levy FSF.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Postings created for these activities as well as lists of students enrolled will provide evidence of these accomplishments. Student programs will overlap and continue until the end of May.</li> </ul>

## **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	2	-	2	4
1	11	-	N/A	N/A	7	-	4	4
2	14	-	N/A	N/A	6	-	4	5
3	19	5	N/A	N/A	5	-	2	7
4	37	23	37	37	12	-	7	9
5	28	21	11	28	7	-	7	9
6								
7								
8								
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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>ELA intervention is provided mostly by “pushing in” during the school day. AIS teachers work collaboratively with the classroom teacher and supports AIS students providing small group instruction. The <i>Triumphs</i> program is used for the pull out model. “Push-in” AIS teachers provide additional support to the targeted populations as indicated on the students’ individualized academic plan. Tier I intervention is provided by classroom teacher in small group settings utilizing specific strategies for phonemic awareness, phonics, comprehension, fluency and comprehension. Guided reading is provided by the classroom teacher.</p>
<b>Mathematics:</b>	<p>Math intervention is provided by both the push in and pull out model during the school day. The small group model is used. The <i>Math Connects</i> Intervention program is used for the pull out model. Push In AIS teachers provide additional support to the targeted populations as indicated on the students’ individualized academic plan. Tier I intervention is provided by classroom teacher in small group settings utilizing guided math groups.</p>
<b>Science:</b>	<p>Science intervention is incorporated within the ELA and Math intervention models. Within the ELA component, content area texts are used to promote critical thinking, vocabulary and comprehension skills necessary to increase science skills. Math intervention includes graphs, measurement and statistics, which are an integral part of science education. In both ELA and Math, higher order questioning skills are used to promote analytical thinking. Writing is the unifying vehicle between subject areas and is used as a diagnostic tool for comprehension.</p>
<b>Social Studies:</b>	<p>Social Studies intervention is incorporated with the ELA and Math intervention models. Content area texts are used to promote understanding of our country and the world. The content area texts increase vocabulary, critical thinking and comprehension skills. Math intervention includes graphs and statistics, which are critical to improve students’ skill in gathering and organizing data needed to improve one’s understanding and performance in the area of social studies.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance counseling services are provided by a guidance counselor and social worker to identified at-risk students during the day or during our school-based Title III after-school program.
<b>At-risk Services Provided by the School Psychologist:</b>	Our site-based Parent-Child Mental Health Clinic from St. Luke's Hospital provides screening services to our at-risk students and psychological, educational, and psychiatric evaluations based on PPC child study referrals. At-risk students and their parents receive individual or family counseling services.
<b>At-risk Services Provided by the Social Worker:</b>	The school SBST social worker provides one to one counseling, group counseling as well as crisis management. Counseling is scheduled throughout the school as well as during the 37 ½ minutes.
<b>At-risk Health-related Services:</b>	The Heritage Health Clinic provides ongoing services for chronic illness as well as emergency intervention for trauma, and counseling services based on school PPC referrals.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

---

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

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

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

**Section I. Student and School Information**

Grade Level(s) PK - 5    Number of Students to be Served:   143   LEP   125   Non-LEP

Number of Teachers   30              Other Staff (Specify)   20 (Administrators, Secretary, Guidance Counselor, Parent Coordinator, Paraprofessionals, School Aides, and Pre-K Family Worker)  

**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.

Through the use of Title III funding (\$22,840.00) we plan to implement the following:

1. In order to support our SIFE population, we will provide before-school classes specializing in language development for approximately 65 hours (or approximately 86 45-minute sessions). These classes will be taught by an ESL teacher.
2. In order to provide additional support in the attainment of literacy skills in the second language and the attainment of mathematics skills, we will provide ELA and Math support after-school programs to our students in grades 3 through 5 (approximately 45 students) from March – May, 2011, twice a week for approximately 49, 1-hour sessions (for each program – ELA and Math). Each week students will receive 2 hours of ESL/ELA using our *Treasures* program and 2 hours of Math instruction using our *Math Connects* program. 3 teachers will teach each of the after-school programs (ELA and Math).
3. As part of the Title III program, we will offer ESL/Parent Literacy classes to approximately 20 parents on Saturdays for approximately 18 hours (or 9, 2-hour sessions) during the Spring of 2011. A bilingual or ESL teacher will be the instructor for the Parent ESL program. The program will provide basic ESL communication skills instruction and literacy strategies in English to support parents in their efforts to help their children's second language acquisition at home.
4. We plan to use Title III funding to purchase supplementary materials in the content areas of ELA and Mathematics to provide additional support to our ELL students in after-school programs scheduled to occur from March - May, 2011.
5. All Title III after-school and Saturday programs will be supervised by the Principal or Assistant Principal for approximately 65 hours.

**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.

**Section III. Title III Budget**

School: P.S. 192M – Jacob H. Schiff Elementary School

BEDS Code: 310600010192

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>\$ 22,203.00</b>	<b>Teacher Per Session:</b>  <b>SIFE Program: 65 hours x \$49.89 (current teacher per session rate with fringe) = \$3,242.85 (\$3,243.00)</b>  <b>ELL ELA and Math support after-school program: 98 hours x \$49.89 (current teacher per session rate with fringe) x 3 teachers = \$14,667.66 (\$14,668.00)</b>  <b>Saturday Parent ESL Classes: 18 hours x \$49.89 (current teacher per session rate with fringe) = \$898.02 (\$898.00)</b>  <b>Supervisor Per Session: 65 hours x \$52.21 (current supervisor per session rate with fringe) = \$3393.65 (\$3394.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	<b>N/A</b>	
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	<b>\$ 637.00</b>	<b>For ELA and Math workbooks</b>
<b>Educational Software (Object Code 199)</b>	<b>N/A</b>	
<b>Travel</b>	<b>N/A</b>	
<b>Other</b>	<b>N/A</b>	
<b>TOTAL</b>	<b>\$ 22,840.00</b>	

### **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.

When a child is registered, parents complete a Home Language Identification Survey. Based on this survey, we have determined that the majority of our parents speak Spanish. Translations and interpretations are provided by our mostly Spanish-speaking staff. All school letters and flyers are translated into Spanish. The school utilizes the translations services of the DOE Office of Translation as needed.

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.

Most of our parents (90%) have a limited understanding of the English language and have limited proficiency. All written school information is translated into Spanish and all parent meetings are conducted in English and Spanish.

#### **Part B: Strategies and Activities**

---

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

Written translation services will be provided by in-house staff, parent coordinator, and DOE office of translation services for parent-teacher conferences, parent workshops, and Parent Association meetings. Since parent meetings are scheduled ahead of time, the parent coordinator is responsible for ensuring that pertinent documents are translated in a timely fashion. In addition, one of our teachers is a certified translator in Spanish.

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 and written services are provided in-house by our Spanish speaking staff and through the DOE translation unit (when needed).

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>.

Notices welcoming parents in the major languages and informing the parents where they can get translation services and translated materials are posted at the main entrance in the school lobby.

## 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:	345,176	57,977	403,153
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,451.76	579.77	4,031.53
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,258.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	34,517.60	*	

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.

**P.S. 192**  
**School Parent Involvement Policy**  
**2010-11**

1. The Jacob H. Schiff Elementary School (P.S. 192) will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:
  - Form a Parent Involvement sub-committee to plan parent involvement activities for the 2010-11 school year
  - Develop a needs assessment survey to be disseminated and administered in the fall of 2010 and again in the spring of 2011
  - Develop a parent involvement calendar of events to be distributed during parent orientation to all parents
  - Review the Parent Involvement Policy and School-Parent Compact during the September 2010 Parent Orientation Meeting
  - Distribute an updated Parent Involvement Policy and School-Parent Compact during the November 2010 Parent-Teacher conference.
  
2. The Jacob H. Schiff Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - The school administration will hold at least two meetings during the year to share information regarding the NYSED Accountability Status for the School, the results of the School Environment Survey; and the results of the NYCDOE School Progress Report.
  
3. The Jacob H. Schiff Elementary School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

4. The Jacob H. Schiff elementary school will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership to improve student academic achievement, through the following activities:
  - A. The Jacob H. Schiff Elementary School will provide assistance to parents of children served by the school in understanding:
    - Common Core Standards and grade level performance expectations
    - grade level curricular goals
    - State and city academic assessments including formative assessments
    - how to monitor their child's progress
    - how to work with educators
  - B. The Jacob H. Schiff Elementary School will provide materials and training during scheduled parent workshops to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster an increase in parental involvement.
  - C. The Jacob H. Schiff Elementary School will educate its teachers, pupil services personnel, and other staff in how to better communicate and work with parents, in how to implement and coordinate parent programs, and in how to build ties between parents and the school by providing teacher workshops focused on communication and working with parents.
  - D. The Jacob H. Schiff Elementary School, P.S. 192 will ensure that appropriately translated information related to the school, parent programs, meetings, and other activities are sent to the parents in an understandable format.

**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.

## **PS 192 SCHOOL-PARENT COMPACT**

The Jacob H. Schiff Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the grade level expectations set forth by the State of New York.

This School-Parent Compact is in effect during school year 2010-11.

### **School Responsibilities**

The Jacob H. Schiff Elementary School, P.S. 192, will:

- provide high-quality instruction emanating from a grade appropriate curriculum in a supportive and rigorous learning environment that will enable students to meet or exceed NY State expectations.
- hold teachers to rigorous teaching standards through ongoing supervisory observations, feedback, and ongoing professional training.
- monitor student progress via student unit assessments, writing tasks and portfolio work.
- align grade level curriculum to content and performance standards.
- hold parent-teacher conferences(*at least twice a year*) during which this Compact will be discussed as it relates to the individual child’s achievement.
- provide parents with frequent reports on their children’s progress.
- provide parents reasonable access to staff.

- provide parents opportunities to volunteer and participate in their child’s class.
- provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
  - **풀책** making sure my child is on time and prepared every day for school
  - **풀책** monitoring attendance
  - **풀책** talking with my child about his/her school activities everyday
  - **풀책** scheduling daily homework time
  - **풀책** providing an environment conducive for study
  - **풀책** making sure that homework is completed
- volunteering in my child’s classroom;
- participating, as appropriate, in decisions relating to my children’s education
- promoting positive use of my child’s extracurricular time
- participating in school activities on a regular basis
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- reading together with my child every day
- providing my child with a library card
- communicating positive values and character traits..... such as respect, hard work and responsibility
- respecting the cultural differences of others
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school and district
- supporting the school's discipline policy
- expressing high expectations and offer praise and encouragement for achievement

PART II

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- come to school ready to do our best and be the best
- come to school with all the necessary tools of learning..... pens, pencils, books, etc.
- listen and follow directions
- participate in class discussions and activities
- be honest and respect the rights of others
- follow the school's/class' rules of conduct
- follow the school's dress code
- ask for help when we don't understand
- do our homework every day and ask for help when we need to
- study for tests and assignments
- read at least 30 minutes every day outside of school time
- read at home with our parents
- get adequate rest every night
- use the library to get information and to find books that we enjoy reading
- give to our parents (or to the adult who is responsible for our welfare) all notices and information we receive at school

### PART III

#### **Additional School Responsibilities**

The Jacob H. Schiff Elementary School/P.S. 192M will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy
- involve parents in the joint development of school-wide program plans
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent possible, in a language that parents can understand
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the types of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible
- provide to each parent an individual student report about the performance of their child on the State assessments

## 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.

See pages 10-13

2. Schoolwide reform strategies that:

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

See pages 14 - 24

3. Instruction by highly qualified staff.

The staff at PS 192 is highly qualified.

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.

Beginning in the Summer of 2010, ongoing professional development opportunities have been and will continue to be provided to enable school staff to increase their familiarity with and plan for instruction aligned to the Common Core State Standards. Ongoing professional development opportunities will also be provided as it relates to our existing ELA program (*Treasures*), our new math program (*Math Connects*), and the teaching of writing to specifically improve upon our students' current levels of performance. Title I SWP funding will be used to secure the services of A.U.S.S.I.E. consultants to provide job-embedded professional development as it relates to ELA/Writing and Mathematics instruction.

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

We will solicit support from the network team in this area. We will participate in DOE teacher fairs and other well publicized venues in order to ensure that new teachers possess all the credentials needed to teach.

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

We will utilize part of our Title III funding and Title I Parent Involvement funding to provide Saturday ESL classes for parents in order to assist and support our parents in the acquisition of English language skills. We will utilize our Parent Coordinator, Pre-K Family Worker and Social Worker to provide family outreach and support in the learning process of their children.

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

We will provide professional development to our current Pre K teacher on the Common Core State Standards, NYSED Learning Standards and Performance Indicators for Kindergarten. We will purchase the *Treasures* and *Math Connects* Pre-K programs so there is continuity of instruction between Pre-K and Kindergarten. We will provide professional development on using assessments and data to plan for effective instruction. Workshops will be conducted for Pre K parents on the academic/social-emotional expectations for Pre K and Kindergarten students. We will also have a spring Kindergarten Open House event for Pre K parents in order to explain the goals and expectations for our entering Kindergarten students.

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.

Weekly grade level meetings will occur to discuss the results of academic assessments, implications for future instruction, and suggestions for tracking student progress. Teachers are encouraged to make suggestions for modifications to the instructional program including strategies for differentiating instruction, regrouping students based on teacher observations of student performance, and scaffolding instruction for at-risk students. Grade leaders have been identified to facilitate the communication

between the teachers and the administration regarding suggestions for improvement and modifications in tracking student progress.

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.

Data reports from periodic assessments, ongoing formative assessments, end of unit assessments, and quizzes will be analyzed and used to drive future instruction and make provisions for differentiated small group instruction and/or AIS in ELA and Math during the school day, extended-time instruction, before-school programs, after-school programs, and/or Saturday academies.

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.

We will collaborate with our CBO's (i.e. – St. Luke's Parent-Child Mental Health Satellite Clinic and The Heritage Health Clinic) to offer prevention and intervention services to our "at-risk" student population and their families. In addition, we will collaborate with the DOE SAPIS program to provide support and information to our "at-risk" student population and families. Furthermore, a variety of parent workshops will be conducted, throughout the school year, using the services of community-based organizations to present on identified topics of interest for our parents/families such as health, hygiene and nutrition, parenting skills, domestic violence, immigration, and financial planning.

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

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
--------------	--	---	--	---

**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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 345,176	✓	18, 19, 24
Title I, Part A (ARRA)	Federal	✓			\$57,977	✓	18, 19, 24
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$22,840	✓	18, 19, 24
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$1,547,703	✓	16, 18, 19, 21, 24

### 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:

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
  5. Provide instruction by highly qualified teachers;
  6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  7. Provide strategies to increase parental involvement; and
  8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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:** Not Applicable (N/A)

**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.

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

## **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.)

11

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

In school counseling services are provided by the school-based Guidance Counselor. Depending on individual student needs... .. counseling is provided in group settings, on an individual basis, and both individual basis and group settings.

School-based ESL and AIS support services are available and provided according to individual student needs.

Enrollment in school-based after-school programs, according to grade level, is strongly encouraged during timeframes of program offerings.

Referrals to additional support services available in the community are also made when determined to be helpful.

Purchase of back to school supplies and school uniforms (upon request).

Payment of fees for school-related class trips (upon request).

**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**

<b>School Name:</b>	P.S. 192 Jacob H. Schiff					
<b>District:</b>	6	<b>DBN:</b>	06M192	<b>School</b>		310600010192

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		93.5	94.2	93.2
Kindergarten	58	79	64				
Grade 1	66	55	79	<b>Student Stability - % of Enrollment:</b>			
Grade 2	55	56	47	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	54	55	49		90.8	90.9	94.2
Grade 4	50	56	50				
Grade 5	60	42	44	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	57	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		93.5	96.3	95.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	78	47
Grade 12	0	0	0				
Ungraded	1	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	437	380	370	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					17	14	14

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	26	24	Principal Suspensions	46	52	11
# in Collaborative Team Teaching (CTT) Classes	8	0	0	Superintendent Suspensions	17	11	2
Number all others	31	27	18				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	72	33	TBD	Number of Teachers	46	47	35
# in Dual Lang. Programs	10	46	TBD	Number of Administrators and Other Professionals	18	16	7
# receiving ESL services only	112	74	TBD				
# ELLs with IEPs	9	21	TBD	Number of Educational Paraprofessionals	1	1	8

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

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
	1	0	0	% fully licensed & permanently assigned to this school	100.0	97.9	96.9
				% more than 2 years teaching in this school	76.1	72.3	85.7
				% more than 5 years teaching anywhere	78.3	68.1	85.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	85.0	91.4
American Indian or Alaska Native	0.0	0.3	0.0	% core classes taught by "highly qualified" teachers	86.3	100.0	89.7
Black or African American	6.4	5.5	7.6				
Hispanic or Latino	91.8	91.6	91.1				
Asian or Native Hawaiian/Other Pacific	0.7	0.3	0.3				
White	0.9	0.8	1.1				
<b>Male</b>	54.7	58.4	53.2				
<b>Female</b>	45.3	41.6	46.8				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		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**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	38.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>6</b>	District <b>6</b>	School Number <b>192</b>	School Name <b>Jacob H. Schiff</b>
Principal <b>Deborah Schaefer</b>		Assistant Principal <b>Justin Kravetz</b>	
Coach <b>Todd Feltman - Literacy</b>		Coach <b>Marina Cruz - Math</b>	
Teacher/Subject Area <b>Paul Manzi - ESL</b>		Guidance Counselor <b>Zayra Gonzalez</b>	
Teacher/Subject Area <b>Linda Mazin - AIS</b>		Parent	
Teacher/Subject Area <b>Stephanie Shear - ESL</b> <input type="checkbox"/>		Parent Coordinator <b>Luz Maldonado</b>	
Related Service Provider		Other	
Network Leader <b>Larry Block</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>9</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>3</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>375</b>	Total Number of ELLs	<b>143</b>	ELLs as Share of Total Student Population (%)	<b>38.13%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

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

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

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

1. When students first register at PS 192, parents are given the HLIS survey form which is administered by Mr. Manzi, ESL Teacher. The teacher conducts an informal interview with the parent and child in either English or the native language. If the student is deemed to be an eligible ELL, then the LAB-R (and if applicable the Spanish-LAB) is administered within 10 days of enrollment. Towards the end of the school year students are given the New York State English as a Second Language Achievement Test. The proficiency level that students acquire based on the exam is used for placement and differentiation for the following school year. All ELL students at the school are given the NYSESLAT exam during the appropriate testing window. The speaking subtest is administered individually by the ESL teachers. The scores are recorded on the appropriate scoresheet and then transferred to the answer documents upon their arrival.

2. At the beginning of the school year, PS 192 holds a parent orientation for parents of ELLs, which is conducted by an ESL Teacher. The parents view the Parent Information Video that is made by the DOE. An ESL Teacher then explains the program choices on-site and their options for each grade. Parents complete the Parent Choice form based on the information presented to them and the students are appropriately placed. Parents who do not attend the orientation are contacted and invited to school on an appointment basis. Parents at PS 192 are frequently informed of their child's standing and placement in PS 192 in terms of being an ELL.

3. Parent Survey and Program Selection forms are distributed in person or through mail. Parents are frequently contacted and reminded to complete the forms in a timely fashion and are given opportunities to ask questions regarding the forms. If a parent does not complete the Parent Choice Form, then the default program is Transitional Bilingual Education. Parents have an opportunity to speak to an ESL Teacher or Parent Coordinator in their Native Language.

4. Students are placed into bilingual, dual language or ESL instructional programs based on parent choice shown on the program selection form. Following the initial meeting and orientation, frequent communication with parents is continued throughout the school year in their native language. During parent-teacher conferences parents are encouraged to speak with the ESL Teachers.

5. The trends in the past few years based on survey data seem to indicate a preference for student placement in dual language classes. Parent Choice form trends are used to guide decisions in school organization for ELLs. For this current year 52% of the parent choice forms indicated a preference for dual language. Our school's expansion of the dual language program into the third grade is based upon this trend in preferences.

6. The program models at our school are aligned with parent requests. This can be shown by responding to the trend of parents selecting dual language classes by continuing to expand the dual language classes in the school each year for the past 3 years.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	2	1	1										5
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	2	2	2								12
<b>Total</b>	3	4	3	3	2	2	0	0	0	0	0	0	0	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	143	<b>Newcomers (ELLs receiving service 0-3 years)</b>	122	<b>Special Education</b>	22
<b>SIFE</b>	2	<b>ELLs receiving service 4-6 years</b>	21	<b>Long-Term (completed 6 years)</b>	0

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	59	0	0	1	0	0	0	0	0	60
<b>ESL</b>	63	2	19	20	0	3	0	0	0	83
<b>Total</b>	122	2	19	21	0	3	0	0	0	143

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

**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
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	16	23	25	28	10	11	9	6											60	68
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>16</b>	<b>23</b>	<b>25</b>	<b>28</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>60</b>	<b>68</b>									

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 103

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 2

Asian:

Hispanic/Latino: 66

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	4	10	12	17	20								80
Chinese				1										1
Russian														0
Bengali														0

## 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
Urdu														0
Arabic														0
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
<b>TOTAL</b>	<b>17</b>	<b>4</b>	<b>10</b>	<b>14</b>	<b>18</b>	<b>20</b>	<b>0</b>	<b>83</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. a.) The organizational models of instruction for ELLs vary based on the program type and grade level. All dual language classes are self-contained. For the freestanding ESL program there is mainly a push-in (co-teaching/small group instruction) model with the exception of some small-group pull-out classes for beginning and intermediate students.

b.) The program models also vary based on grade level and program type. In dual language classes, the students always travel in a block, and are heterogeneous in proficiency levels. In the freestanding ESL program, students are taught with students in their same grade level but with heterogeneous proficiency levels.

2. PS 192 is organized in a way that the mandated number of instructional minutes for ELLs is provided according to proficiency levels in each program model. There are certified bilingual teachers servicing all the ELLs in dual language classes. There are two certified ESL teachers who service the ELLs in monolingual classes with the freestanding ESL Program. One ESL teacher works with students in grades K-2 while the other works with students in grades 3-5.

a.) In accordance with state mandates and CR Part 154, all Beginning students across all grades receive 360 minutes of ESL per week in both dual language and Freestanding ESL programs. All Intermediate Students across all grades receive 360 minutes of ESL per week in both dual language and Freestanding ESL programs. All Advanced students receive 180 minutes per week in both Dual Language

and Freestanding ESL programs. As required by CR Part 154, all Beginning students in the Freestanding ESL program across all grades receive 90 minutes daily of English Language Arts. All Intermediate Students in Freestanding ESL program across all grades receive 90 minutes daily of English Language Arts. All Advanced students in Freestanding ESL programs across all grades receive 45 minutes daily of English Language Arts. In dual language classes Advanced students receive 5 periods per week. Students at the Beginning level receive 45 minutes daily of Native Language Arts instruction. Students at the Intermediate level in dual language program receive 45 minutes daily of Native Language Arts instruction. Students at the Advanced level receive 45 minutes daily of Native Language Arts instruction.

3. In dual language classes students are taught content areas 50% of the time in English, and 50% in Spanish. Generally dual language teachers alter their language of instruction every other day. In freestanding ESL program the focus is on instruction in the English language, but Native Language support is given through an English/Spanish bilingual ESL teacher and literacy materials in the students' native languages. In both of our programs teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensible input, use of visuals, and technology in content area instruction. Teachers in monolingual classes with ELLs co-plan with ESL teachers to meet the needs of their students and to ensure the proper use of ESL strategies and methodologies in the mainstream classroom.

4. a.) SIFE students will be serviced through a before-school basic English language skills class. Parents will also be informed about the program to give strategies to help the SIFE students at home. SIFE students are also supported by ESL/bilingual teachers during the day as well as AIS reading and math teachers.

b.) Newcomer ELLs in the school (0-3 years of service) are given much attention based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year, and tests in other content areas. These students are taught language through the content areas. All the teachers of ELLs base lessons around a content area and infuse discreet language skills and ESL strategies and methodologies into their teaching. As a result students will see an increase in English language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELLs with less than 3 years (Newcomers) receive ESL instruction from the classroom teacher according to the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. ELLs placed in monolingual classes receive small group ESL instruction from the ESL teacher in the Freestanding program that follows the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessment.

c.) Most of the ELLs who have received service for 4-6 years are guided toward acquisition of academic language. The past few years of NYSESLAT data reveal that the majority of these students are weakest in the reading and writing modalities. Many of them have scored proficient in the listening and speaking subcategories of the test. Therefore the teachers of ELLs at the school focus their teaching of these students on academic content vocabulary, themes and skills. The push-in ESL classes are designed to give the students scaffolded instruction and/or small group attention.

d.) Long term ELLs in the school are given extra support through AIS, ESL/NLA after school program, and/or the 37.5 extended day program.

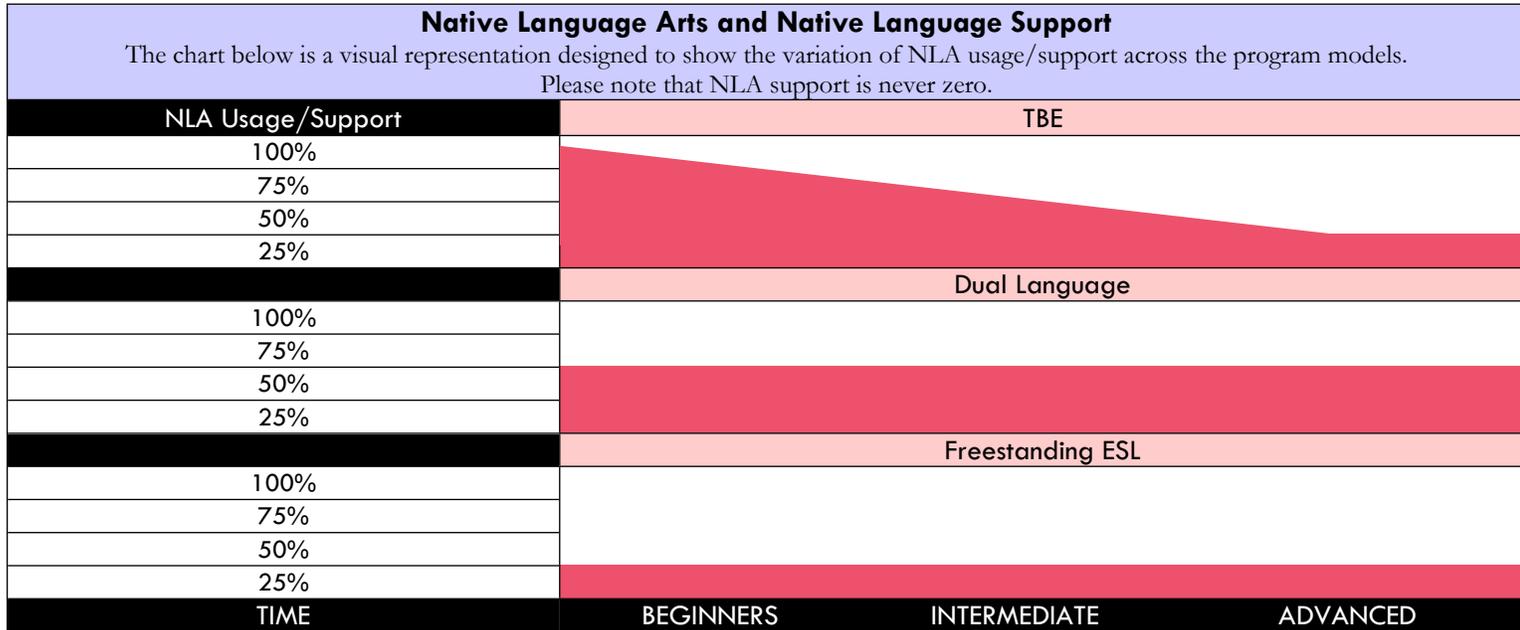
e.) ELLs with special needs are taught by their classroom teachers as well ESL teachers. These students are taught with both Special Education and ESL instructional strategies and methodologies. Students with special needs get support from a bilingual SETSS teacher, two speech teachers (one who is bilingual), and an adaptive physical education teacher. Students' progress is frequently discussed and evaluated and further strategies are pursued. We provide AIS in ELA, Math and NLA through the services of an AIS teacher and Bilingual Coordinator/AIS specialist. Students who are x-coded are serviced by ESL teachers but are given further support. We will be using our Title III funds for an ESL/NLA after school program. We also provide additional support to these ELLs during our 37.5 extended day program.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

5. We provide AIS in English for students scoring in the bottom third in ELA and Math. Students with special needs are supported through this program. Students are also supported in NLA in Spanish through the services of an AIS teacher. All SIFE students are serviced by the ESL Teachers. We will be using our Title III funds to support our ELLs in an ESL/NLA after school program. We also provide additional support to these ELLs during our 37.5 extended day program.

6. ELLs that have met proficiency are still served by the school for at least 2 years. These former ELLs receive ELL testing accommodations on the NYS exams, are supported by the AIS teacher and bilingual coordinator/AIS specialist and during extended day. Students will also be supported by the ESL/NLA after school program.

7. Some new programs and improvements will be started this year at PS 192. The freestanding ESL program this year is more collaborative by using mainly a push-in model. ELL students in monolingual classes are grouped together so that the classroom and ESL teacher can articulate and co-plan to best serve the needs of the ELLs. A Language Lab has begun in the ESL room so that ELLs in monolingual classes can visit and participate in various language centers/station while the teachers support the students. Dual Language classes have been expanded to grades K-3.

8. Transitional bilingual classes have been eliminated and replaced by a dual language class in the third grade.

9. ELLs have equal access to all school programs at PS 192. All ELLs participate in our music, physical education and computer programs, and can participate in chorus, sports, and other clubs. ELL students are encouraged to participate in after school programs such as the ESL/NLA program, and Social Studies, ELA, and Math academies. All ELLs participate in the 37.5 extended day program. ELLs are instructed by the AIS and bilingual coordinator/AIS specialist teachers.

10. ELLs have access to a wide range of instructional materials. Classrooms are equipped with smartboards, computers and listening stations. ELA is taught in grades K-5 using the Treasures literacy program. Mathematics is taught using Math Connect. Social Studies is taught using Mcgraw Hill Social Studies and Instructional materials in science include the Scott Foresman and Pearson Inquiry science program in English and Spanish.

11. Students receive native language support in all ELL program models. In dual language students receive their mandated Native Language Arts instructional minute as per CR Part 154. In freestanding ESL students are encouraged to use their native language when it helps them produce or interpret English in classroom activities. Books, websites, and resources are provided in the students' native language.

12. Required services support ELLs at their age and grade level. In ELA in bilingual classes the materials used are at one grade level below the students' current grade. All instruction for ELLs however is age and grade-level appropriate.

13. At the moment our school does not have a set program for newly admitted students before their first year. We offer summer school to newcomer students that shown an area in need of remediation.

14. Our ELLs are eligible to participate in a Newspaper Writing elective during the extended day program. Also ELLs participate in a Library Research class once a week which also enhanced their technology skills.

### 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)?

1. The target language used in dual language programs for ELLs and EPs is 50% in English and 50% in Spanish.
2. In dual language classes students are integrated at all times throughout the day
3. The sequence of development of emergent literacy is done with balanced literacy in their first and second languages. Students are assessed and placed in guided reading leveled groups. Emphasis is placed on phonemic awareness, listening comprehension, vocabulary development, and reading comprehension in two languages. Students receive instruction in the content areas in only one language each day. They then alternate languages for the following day.
4. There is one self-contained dual language class in the Kindergarten, First, Second and third grades.
5. Emergent Literacy is taught in both languages simultaneously in our dual language classes.

#### **D. Professional Development and Support for School Staff**

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

1. Our school philosophy is that the best professional development happens through the interactions of members of the school community and their focused collaborations. To this end, academic specialists, when needed, will support our teachers in school whenever possible so that the application of the new learning is observed immediately.

Teachers of English Language Learners will be trained throughout the year in the understanding and use of Common Core standards. These trainings will include in depth analysis of the expectations set forth by the new standards in writing, reading and math. Teachers will receive ongoing training in the development of rigorous writing tasks, rubric utilization to score student work and the identification of instructional strategies to address writing deficiencies.

Teachers of ELLs will receive training by the principal in the process of collaborative inquiry manifested through Professional Learning Teams. Teachers will receive ongoing training in looking at student work, identifying areas of need, identifying instructional strategies to address needs and strengths and the implementation of those strategies. Teacher teams will also learn to plan effective lessons and to discuss their effectiveness through the analysis of informal assessments. Through this process, teachers will identify a group of ELL students who will become their inquiry focus.

Teachers of ELLs will be taking part in book study sessions led by ELL teachers. During the book study lessons, designed by teachers for teachers, teachers will learn strategies to teach writing as well as ESL methodologies to convey new knowledge to our students.

Classroom teachers of ELLs are scheduled to plan their lessons with our ESL teachers. ESL teachers model ESL methodologies for classroom teachers on a regular basis.

2. As students transition to middle school, we make our guidance counselors in both general and special education available to help ELLs make a smooth transition.

3. New teachers receive 7.5 hours (10 hours for special education teachers) from workshops and strategy modeling given by the ESL teacher. The workshops include instruction on language acquisition theory, strategies and methodology for teaching ELLs, and NYSESLAT preparation strategies.

#### **E. Parental Involvement**

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

1. The principal of the school maintains an Open-Door policy with all parents. The principal ensures that parents understand program placement policies by providing individual conferences as needed to help parents understand the structure of the Dual Language and ESL programs. Parents of our ELL student population in our Dual Language and Free-standing ESL programs are provided with program information in their native language (Spanish) via parent workshops, parent brochures, parent choice letters, telephone communication with our bilingual parent coordinator, PA meetings, and special program orientations sessions at the beginning of the year using Chancellor's Klein orientation video in Spanish and English. After parents receive the orientation, they are given a parent program selection form to choose the program they want for their child. Parents who have not attended an orientation or completed the selection form are called by the ELL services coordinator to ensure that they receive the orientation and choice. Students are placed into their appropriate classes within 10 days. Parent communication is ensured at the school level via parent meetings with the principal and parent coordinator, and individual mailings to the homes to inform parents of school events and programs.

2. At the current time, we do not partner with other agencies or Community Based Organizations to provide workshops or services to ELL

parents. However, PS 192 offers many opportunities for parents to be involved in the school. The parent association is very active in the school and offers a variety of workshops throughout the year. In addition, we offer Saturday classes for parents in the area of English acquisition and computer literacy. Our library is also open on Saturdays in order to encourage parent and child involvement.

3. To evaluate the needs of the parents, we administer a Needs Assessment to the parents at the beginning of the year and the SLT uses the results for planning of our school's instructional focus. The PA works very closely with the principal to monitor parental satisfaction and institute proactive measures to ensure that a positive environment is maintained.

4. PS 192 provides workshops on identified topics of interest from the Parent Needs Assessment Survey during the day and evening. Parents are interested in learning about current health issues: Asthma, Influenza, Obesity in Children; Literacy strategies to help their children at home, ESL classes, immigration classes, technology classes. The Parent Coordinator develops a calendar of activities for the year which is distributed during our first Parent School Orientation Meeting in September and then it is also distributed during School Parent-Teacher Get Acquainted Meetings, and during Parent Association Meetings. A parent handbook is also distributed to all our parents.

## 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)	19	18	8	2	2	3								52
Intermediate(I)		10	7	13	6	4								40
Advanced (A)	14	1	5	8	10	13								51
Total	33	29	20	23	18	20	0	0	0	0	0	0	0	143

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	1	1	1	2							
	I		6	3	0	1	1							
	A		12	12	14	11	9							
	P		7	8	9	6	10							
READING/ WRITING	B		16	6	2	2	2							
	I		10	5	13	5	4							
	A		1	3	7	9	11							
	P		0	10	2	3	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	9	3	0	22
4	5	19	3	0	27
5	8	6	2	0	16
6					0
7					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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	2	7	6	6	1	2	0	0	24
4	2	1	11	9	4	2	0	0	29
5	2	3	8	0	4	0	1	0	18
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	2	2	3	6	3	2	1	19
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	2	2	2	0	12	0	0	0	18
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

**New York State Regents Exam**

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

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

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

1. PS 192 uses a variety of tools to assess the early literacy of ELLs. We use ECLAS-2 and EPAL. ELL students' academic progress is monitored through classroom assessments (unit exams) containing grade level material. Classroom assessments are analyzed to identify

movement from one level to the next. More students scored at higher overall proficiency levels as they moved up in the grades.

3. Based upon the patterns across the NYSESLAT modalities teachers will focus more time on preparing students for the reading/writing sections than the listening/speaking sections. Students will be given instruction in the types of tasks that are asked for by the NYSESLAT reading and writing exams including writing based upon images, writing with detail, using graphic organizers to plan for writing, transferring information from graphic organizers, reading for purpose, high order thinking questions, and looking for mistakes in writing (editing).

4a. Students that took their tests in their native language scored overall lower than their peers who took the tests in English.

4b. Our school did not participate in the ELL Periodic Assessment exam for the 2009-2010.

4c. Our school did not participate in the ELL Periodic Assessment exam for the 2009-2010.

5a. Students proficient in English in dual language classes are tested with the EL-SOL exam.

5b. English proficient students in dual language classes generally score much lower than the ELL peers in the second language. In kindergarten the students are preliterate, in first grade a small percentage is reading at first grade level, others are still learning decoding. In second grade, few students are reading on or below level and some are still preliterate.

5c. At PS 192 in 2009-2010 there were dual language programs only in kindergarten through second grade so the students did not take city or state assessments.

6. At PS 192, we evaluate the success of our programs by tracking the progress of our ELL population using the New York State Assessments in ELA and Math. We also track English language proficiency levels by monitoring the performance of the various categories of ELLs such as Long Term ELLs, Former ELLs, SIFE students and newly arrived with formal schooling. We use a variety of assessment instruments such as EL-SOL, running records, unit tests, writing samples in both ESL and NLA, reading and writing conferences. It is expected that all ELLs are proficient in ELA and Math based on grade level unit assessments and the NYS ELA and Math exam.

### 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.

## Part VI: LAP Assurances

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

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