

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: INTERMEDIATE SCHOOL 392
DBN (i.e. 01M001): 23K392
Principal: INGRID JOSEPH
Principal Email: IJOSEP2@SCHOOLS.NYC.GOV
Superintendent: MAURICIERE D'GOVIA
Network Leader: BEN WAXMAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
INGRID JOSEPH	*Principal or Designee	
SEAN BLANKS	*UFT Chapter Leader or Designee	
RHONDA PHILLIPS	*PA/PTA President or Designated Co-President	
VIVIAN VASQUEZ	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
SONIA HURDLE	Member/ TEACHER	
ASHLEY ROUGIER	Member/ TEACHER	
SONIA LOWE	Member/ PARENT	
JACQUELINE SMITH-ROBERTSON	Member/ PARENT	
YVONNE CANDELARIO	Member/ PARENT	
JACQUELINE DERIGGS	Member/ PARENT	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, expand the level of inquiry-based collaboration to deepen the work of teacher teams within the school, in response to student learning needs.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After review of the work done with our teams last year, it was agreed upon by all staff that having opportunities to discuss and analyze student work, is a critical component in moving our students to the next level and supports the implementation of NEW DOE instructional expectations. Furthermore, in order to have multiple opportunities to share practices and align/plan for the demands of the CCLS, teachers noted that the collaborative time helped with their understanding of what students need to know and how to enhance their instruction. In the same vein, teachers want to assist each other in developing and analyzing the complex tasks that are part of the common core shifts.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. *Assist in the creation of a menu of intervention services (small groups, Saturday Academy, Study Hall, Extended Day, mentoring clubs) that will address the needs of the identified students.*

B. Key personnel and other resources used to implement each strategy/activity

1. *All staff employ strategies based on information provided from data sources. Meet in discipline teams during faculty conferences and on data day (Mondays and during prescribed common preps) as required to discuss, plan and devise strategies for targeted/identified students.*

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. *Assess and support students who are part of the targeted population to ensure their needs are being met. Other members of school population will be assessed based on the same strategies used. Likewise, a study skills group will be created to expose students to their areas of weakness. Bi-weekly assessments will be administered to assess the effectiveness of the strategies taught.*

D. Timeline for implementation and completion including start and end dates

1. *Participate in monthly collaborative grade meetings (across disciplines) on the fourth Monday of each month to discuss/share student quantitative and qualitative data to plan for next steps. In addition, monthly inquiry meetings will focus on feedback provided from the larger group.*

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. *Grade meetings will be imbedded in the schools' programming throughout the year and a part of the school culture.*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- *Parents will be acquainted with Common Core standards with accompanying workshops that will be provided by the SLT and other PD providers.*
 - *Parents of TP students will be apprised with tools to assist their children at home through periodic meetings to assist them in understanding the deficits of their children and to expose them to resources and strategies to assist them*

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Efforts to support this goal will be directly linked to teacher's salaries- FSF and Title I-SWP. Additionally, materials to support these efforts will used from OTPS-FSF general supplies and NYSTL library and textbook funding. For our AIS programs (i.e. Saturday Academy, Morning Tutorials), teachers will work directly with small groups of targeted students to provide academic support and remediation. Per session hours will be provided to all staff involved in the program. Funds will be used from ARRA-RTTT-CIE and FSF. Additionally, materials to support these efforts will used from FSF and NYSTL library and textbook funding.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, utilize more consistent use of classroom data in order to differentiate goal setting for all students, in order to ultimately improve student progress in English Language Arts.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on ELA student data results from spring 2013 NYS assessments and our most recent Progress Report, it is apparent that our students are having challenges making progress and maintaining their proficiency levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Students will be required to write instructional goals that address identified deficits after each interim and school-wide assessment

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher teams (content specific) will meet weekly to analyze and discuss student data and create fluid groups. Teachers will work with skill specific groups based on their teaching strength during identified professional periods

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Resources to address specific deficits will be provided to enhance differentiated instruction in classrooms (various types of software will be provided which have built in levels to address strengths and weaknesses of students)

D. Timeline for implementation and completion including start and end dates

1. inquiry Team will meet bi-weekly to analyze and discuss data of identified students as well as develop teaching strategies.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

*1. Data tracking systems such as **School Net** and **Datacation/Skedula/Pupilpath** will be maintained to monitor student progress against instructional outcomes: Analyze students work to inform teachers' practices. Extended blocks will be built into schedule to provide time to assess students and to have Data chats to discuss next steps for teaching and learning. In addition, teachers will participate in professional organizations that support academic inquiry such as NCTM AND MATH CIRCLE, and online learning networks.*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Multiple parent workshops will be provided relating to using Pupilpath and School Net along with acquaint parents to some of the resources that are used to assist their children at home. Parents have been also given resources to use with children at home such as MYON, Performance Series and Mathia. These resources supported students at their level, as well as on grade level. In addition, the students with special needs use Study Island and they use different technological tools and tablets for them to work as a class, paraprofessional and/or individually.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To continue to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The complex nature of the CCLS requires that we continuously work on taking a deeper dive into aligning and implementing the CCLS into our day to day work to ensure that students are meeting and exceeding the rigorous demands of the CCLS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- *A lead instructional school based CCLS planning team/teacher teams will be identified to support and plan the implementation of the citywide instructional expectations.*
 - *The lead instructional team will participate in a professional learning community led by the network: CFN 534. Simultaneously, the lead instructional team will be supported through CFN professional development activities which include conferences, site visits, coaching etc. The PLC's will focus on embedding formative and summative assessment within common core aligned instructional units and study the resultant student work to determine the strength of using the literacy design and math design collaborative frameworks for aligning teaching tasks to assessment tasks.*
 - *A school based professional development plan will be created and implemented to deliver the information secured by the above activities to the entire school instructional staff*
 - *School leadership will meet weekly with the lead instructional team, join teacher team meetings weekly, and coordinate this work across grades and content areas to ensure fidelity and **implementation**.*
 - *Teachers will engage in job-embedded professional learning activities, as described in the school's professional development plan, to secure the implementation of pedagogical practices that focus on the following instructional shifts:
 In math; require fluency, application, and conceptual understanding

 *In literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.**
 - *Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development.*
 - *Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS by collaboratively looking at student work to guide the design and editing of formative and summative assessment tools while constantly reviewing curriculum maps for gaps.*
 - *Teachers will produce units and lesson plans utilizing UDL to support all learners.*
 - *In literacy, teachers will design / implement rigorous tasks that ask students to read and analyze informational texts, write opinions and arguments.*
 - *In mathematics, teachers will design / implement rigorous tasks that will demonstrate the students ability to model and/or construct and explore the reasoning needed to arrive at viable solution.*
 - *In mathematics, teachers will reorganize math content into fewer topics allowing for more time to focus on the major work of the grade as per the Citywide Instructional Expectations.*
1. *In literacy, teachers will infuse opportunities for students to engage with a balance of literacy and informational text as well as text sufficiently complex for **the** grade band.*

B. Key personnel and other resources used to implement each strategy/activity

1. *Teachers, Administration, Support Staff, Parents*

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. *Administration will monitor implementation by adjusting the school's observation protocol to reflect the identified instructional shifts. Progress, effectiveness and impact will be evaluated on an ongoing basis at Data Meetings on Mondays as well as at grade and subject level meetings.*

D. Timeline for implementation and completion including start and end dates

1. *December 2014-June 2015*

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. *Subject level and grade level common planning time, Before/ Afterschool planning time for Lead Instructional School Based Planning Team.*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Providing frequent opportunities for families to engage in the learning process will be paramount in what we do this year. Common Core Workshops for parents is scheduled for February and March of 2015. CITE along with lead teachers will facilitate the workshops, which will give a specific overview of CCLS and a Math CCLS night.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, we will target a measured growth in both ELA and Mathematics by 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the student data results from spring 2013 NYS assessments and our recent Progress Report, it is apparent that our students are having challenges making progress and maintaining their proficiency levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. *Provide professional development to teachers on aligning instruction to CCLS and teaching strategies to address the needs of targeted students.*
2. *Utilize Danielson's Framework for Effective Teaching-specifically 1E, 3B and 3D to set clear expectations and improve overall teacher effectiveness*
3. *Selected staff will participate in Lab Site visits in order to collaborate with other network middle schools in aligning and designing coherent instruction*
4. *Teacher teams will meet weekly to discuss and monitor data and progress of identified students*
5. *Teacher teams will meet weekly to collaborate and plan rigorous instruction and revise unit plans aligned to CCLS*
6. *Inquiry Team will meet twice per month to monitor progress of students and share info from teacher teams*
7. *Familiarize all students with rubrics which will allow them to set goals towards obtaining highest score possible*
8. *Provide pacing calendars for skill and strategy of the week and monthly writing genre focus.*
9. *Provide AIS (small groups, extended day, Saturday Academy and Specialized High School Prep courses for both 7th and 8th grade students.*
10. *Review teacher Datacation/assessment binders four times per year in December 2013, February 2014 and May 2014*

B. Key personnel and other resources used to implement each strategy/activity

1. *Teachers, Administration, Support Staff, Parents*

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. *Fall and Spring Benchmark Assessments in ELA / Math. Formative and Summative assessments by classroom teachers*

D. Timeline for implementation and completion including start and end dates

1. *September 2013-June 2015*

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. *For Students: Extended Day, Saturday Academy, Lunch Tutorials,*
2. *For Teachers: Grade and subject level meetings, Monday Teacher Team Meetings, RTI Meetings*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

ELA and Math Workshops for Parents, Updates on Datacation, Progress Reports

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, build student and staff technological capacity and engagement with web skills and the online school community.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A staff needs assessment was developed by Technology team and administrative team to identify resources to enhance our technological acuity and programs

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. *All students and staff will engage in PD and be exposed to tools to enhance their technological skills.*
2. *STEM Classes*
3. *Google Chrome Books which are used to computer programming and coding.*
4. *Doceri*
5. *Increase the student and teacher exposure to technology*
6. *Collaboration, intervisitation, and networking as ongoing support.*
7. *Blended learning workshops.*

B. Key personnel and other resources used to implement each strategy/activity

1. *PSO staff along with lead technology staff and outside consultants will provide support.*
2. *Further develop the online home-school connection by providing blended learning as well as enrichment through outside sources.*
3. *Invest in online resources that are aligned to curriculum in all content. (McGraw Hill math, Study Island, Virtual labs)*
4. *Provide teachers with enhance training in the use of whiteboards and document cameras.*

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. *Assess student and staff products to evaluate the effectiveness. Student products will be presented using technology ranging from creation of portfolios, google email, correspondence, assignments. Staff will create on-line data binders and communication tools to enhance the home-school connection.*

D. Timeline for implementation and completion including start and end dates

1. *Activities will be conducted throughout the year.*

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. *Provide PD through Editure and PSO for ongoing technology support*
2. *To build on student capacity by encouraging student portfolio development*
3. *Utilize various resources as a vehicle for blended learning*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Provide workshops to acquaint parents to technological tools to enhance their 21st Century knowledge coupled with tools to develop the homeschool connection, such as Datacation/Skedula, School Messenger and other online academic resources such as Study Island.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	48/96 minute block periods Fluid small groups instruction-skill specific SETTS Saturday Academy	Whole group instruction Small groups One to one tutoring	During the day Lunch periods Saturday Academy
Mathematics	48/96 minute block periods Fluid small groups instruction-skill specific Saturday Academy SETTS Peer tutoring	Whole group instruction Small groups One to one tutoring Peer tutoring	During the day Lunch periods Saturday Academy
Science	Small group support	Small groups	During the day
Social Studies	Small group support	Small groups	During the day Lunch periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling	Small group One-to-one	During the day Lunch periods

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<i>Principal, in collaboration with the CFN Human Resource Personnel will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principal in collaboration with school coach, lead teachers will work collaboratively to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.</i>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<i>Professional development will be provided by the Reading/Math Coach, lead teachers and school administrators. The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. Professional Development will be provided through study groups, classroom inter-visitations, network training, lab site visits, and through external resources. Administrators are also afforded the opportunity to hone their skills through network meetings, study groups and Labor Union(CSA) training sessions. Professional development during the 2013-2014 school year will have a major foci on aligning instruction to the CCLS and working with staff on teacher effectiveness.</i>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DBN: 23K392

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that 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.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$164,375.64	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,329,271.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing 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* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all 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.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) 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. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 23	Borough Brooklyn	School Number 392
School Name The School for the Gifted & Talented		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ingrid Joseph	Assistant Principal type here
Coach Deidra Tasher	Coach type here
ESL Teacher type here	Guidance Counselor Samantha Phillips
Teacher/Subject Area Jillian Palazzolo \ Spanish	Parent type here
Teacher/Subject Area none	Parent Coordinator Sharon Sinclair
Related Service Provider none	Other type here
Network Leader(Only if working with the LAP team) Ben Waxman	Other type here

C. 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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	266	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	0
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0													

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Initial Identification: IS 392 is a 6th-8th grade school located at 104 Sutter Avenue in Brooklyn, New York. As of October 2013, IS 392 has a total number of 266 students enrolled. There are no English Language Learners in the school. In the event the percent of students in the population require services, we will create a variety of programs to address those needs. These programs will be

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

There are no data patterns to analyze due to the lack of ELL's in our student population.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

There is no data available to provide this information. However, if we do receive any students throughout the year, we will implement interventions and programs for low performers in reading and writing modalities. This will affect instructional decisions in a couple of different ways. For new comers, their learning can be assessed through oral and aural means as their literacy emerges. For more advanced ELLs, their instruction can focus on reading and writing so as to help strengthen those skills.

4. For each program, answer the following:

- 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?

Since we have no students samples of ELLs in the testing grades, we plan to address these areas using the new Benchmark exams and periodic assessments in various ways. Our focus in mathematics remains to raise the achievement of the students at Levels 1 and 2 while maintaining the strong performance of students at Levels 3 and 4. Utilizing ESL and explicit learning strategies during Math instruction can help us accomplish this goal. In ELA, our focus is to raise the achievement of the students at Levels 1 and 2 while developing their vocabulary and improving writing skills. Utilizing ESL and explicit learning strategies during ELA instruction can help us accomplish this goal. School administrators and teachers will use the results of the Periodic/ Benchmark Assessment in several ways. A skill analysis will be performed, and when a group is found to be weak in a particular skill, emphasis will be placed on that skill. Additionally, native language is supported through the use of cognates, and culturally relevant texts, glossaries and dictionaries.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

There are no students in that age range.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Second language development will be supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students will be encouraged to also write the word in their notebooks, draw a picture of the word and some students may have it translated into their native language. Additionally, content area materials will be provided in English. Students will be exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the second language during instructional time will occur within the framework in their respective classes.

7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

NA

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
For initial identification, the ESL Teacher (campus) screens the family to determine dominant language, and administers the HLIS in the appropriate language. An informal interview is conducted with them. The ESL teacher then examines the HLIS and determines whether or not a language other than English is spoken. If another language is spoken, the ESL teacher administered the LABR in listening reading and writing within ten days of enrollment. The LABR is hand scored and the proficiency level is determined. If the level is beginning or intermediate, the child services service eight times per week. If the level is advanced, the child is serviced four times per week, for the duration of the school year. If a Spanish speaking student fails the LABR, he or she is given the Spanish LAB. Steps taken to annually assess these students- All ESL students are tested with the NYSESLAT in all four modalities in order to afford them the opportunity to test out of the program or move to a higher level. .
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Twice a year in October and February, or as the situation demands (within 20 days of enrollment of any new admits), the school will conduct a parent orientation meeting in order to familiarize parents with the initial screening process . Parents will receive an explanation of the programs (s) available and are given the opportunity to ask questions. Whenever possible translators will be utilized to speak to the parents. A selection form will be completed by the parent in their home language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
NA
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
NA
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
NA
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)
NA

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

NA

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)?

NA

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area subjects will be delivered in English in both whole group and small group instruction, most often in a push-in setting. The workshop model will be used - model/direct instruction, guided instruction, cooperative group work, independent practice, summary and reflection. Supplementary materials will be used as necessary, including technology, texts and materials of various difficulty levels, glossaries, picture dictionaries, etc. Materials will include Expeditionary Learning, CMP3 in both English and Spanish (Native Language Support), Imagine Study Island Software (Native Language Support). The ESL Teacher will provides content area support through small group instruction on a push-in basis, vocabulary support, background knowledge/context support,

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
NA
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
NA
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- 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 former ELLs (in years 1 and 2 after testing proficient).

If we receive any ELL students, students will be grouped based on proficeinty levels, reading levels, skill levels, interest and learning styles. In addition, lessons will be differntiated by content, process and products. Learning styles will also be accomodated for projects. Likewise, activities with various entry points for all studetns will be infused in all lessons. New ELL's to the country will be assigned a buddy teacher to help acclimate them to their new school experience and will also provide them with an individual to aid them in developing a lasting relationship.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
NA
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
NA

NA

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

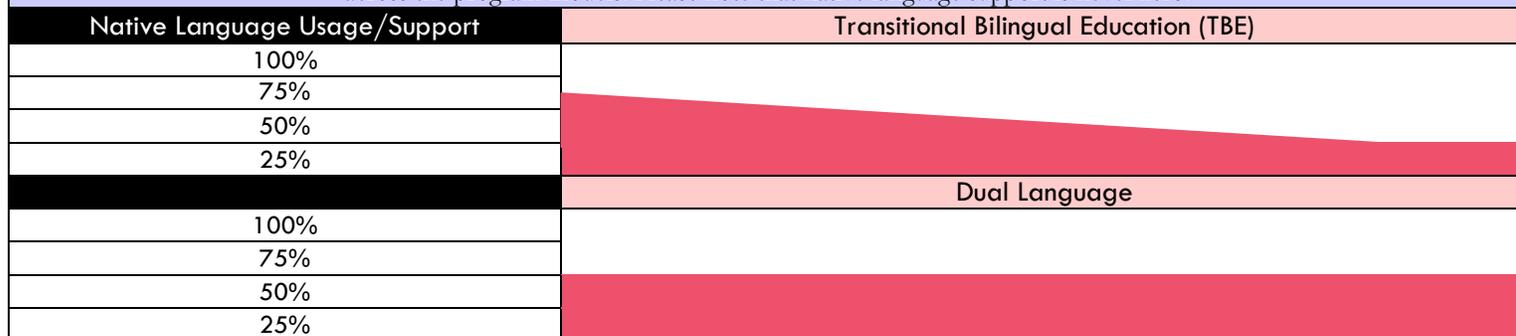
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
We will offer opportunities to enhance all ELL students. Interventions in small groups, lunch peer tutoring and after-school Extended day (2:40-3:15 p.m. -Tuesdays -Thursdays) will be made available to students. In addition, we will provide support in Saturday Academies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
NA
11. What new programs or improvements will be considered for the upcoming school year?
NA
12. What programs/services for ELLs will be discontinued and why?
NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
NA
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
NA
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
NA
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
NA
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
NA
18. What language electives are offered to ELLs?
NA
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 - 1.) ELL teachers will attend monthly CFN PDs and PDs advertised by OELL. This PD will be turnkeyed to guidance, assistant principals, secretaries, parent coordinators and special education teachers.
 - 2.) OELL provides professional development to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. These PDs support teachers in delivering common core aligned instruction by providing them with vocabulary and context strategies, assessment strategies, accessibility strategies, data analysis
 - 3.) When transitioning to middle school, all of our students are invited to participate in a grade-level orientation every August. This orientation familiarizes students with their expectations. In addition, the ESL coordinator is present to speak to any newly enrolled ELLs and help them get acclimated to the school. When transitioning to high school, the ESL coordinator works with teachers to ensure all information is received at home (application deadlines, test dates, high school open houses, etc.). Teachers and guidance counselors keep communication open with parents in order to help ensure students are able to enter the high school of their preference.
 - 4.) The ESL coordinator will provide the staff with professional development on topics such as: educational strategies (in classroom, and planning), various assessment types, educational materials, testing accommodations, mandated services, parental involvement, etc. Staff engages in data analysis, investigation of best practices, open discussions, question/answers. Staff includes Gen Ed teachers, Special Ed teachers, paraprofessionals, guidance counselors, pupil personnel secretary. Attendance sheets, agendas, and/or activity packets are maintained.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.) ELL parents are invited to August orientation, ELL parent orientations, open school nights, parent teacher conferences, PTA meetings, and any other events that occur at the school. Written messages are translated by translation services and phone messages are translated into native languages.
 - 2.) Not at this time.
 - 3.) The needs of parents are evaluated through the use of data from parent surveys, program selection forms, and open communication with teachers and the ESL coordinator. All forms are translated by the DOE. Our parent coordinator is on site to answer any questions our parents may have.
 - 4.) Parental involvement activities address the needs of our ELL parents by answering any questions/concerns they might have, distributing important information (such as high school admissions, upcoming exams, graduation requirements, etc.), and discussing the needs of individual children with their parents/guardians. At this time, most parent activities are informational meetings. Translation is done on-site by staff members.

E. 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.

NA

Part VI: LAP Assurances

School Name: The School for the Gifted & Ta

School DBN: 23K392

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ingrid Joseph	Principal		11/20/13
	Assistant Principal		
Sharon Sinclair	Parent Coordinator		11/20/13
	ESL Teacher		
	Parent		
Jillian Palazzolo	Teacher/Subject Area		11/20/13
	Teacher/Subject Area		
	Coach		
	Coach		
Samantha Phillips	Guidance Counselor		11/20/13
Ben Waxman	Network Leader		11/20/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23k392 School Name: The School for the Gifted & Talente

Cluster: 5 Network: 534

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

Part A: Needs Assessment Findings

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

At initial encounters with parents such as orientation and Meet the Teacher", we assess a family's oral and translation needs. Parent emergency cards and students surveys also provide this information. Prior to dissemination to the community, all school documents are either translated by school personnel on the back of letters, notices or calendars or are given to students on a separate sheet, based on provided Home Language Survey. Additional translation services are provided by teachers and /or paraprofessionals who are available on a daily basis and during meetings.

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.

When translation services are needed, the office is alerted and several office staff personnel, as well as the Assistant Principal avail themselves to the parent (s) and assist with translations or interpretations. We also post sign in both English and Spanish informing the school community where and how to access translation services to parents to enable them the participate fully in their children's education.

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.

School staff provide translation services in writing as well as orally. Letters will be given to a teacher or staff to translate. English and Spanish versions of all correspondence are disseminated at the same time. Similarly, translations for other languages will be downloaded from the NYC DOE portal.

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.

Translated signs are posted on the front doors of the school building entrance along with the parent information boards. In addition, our paraprofessionals and family workers speak Spanish. They are present and available any time needed for translations. Our staff provides our oral interpretation services. We also use school messenger for communication. Our PTA and Parent workshops orientations are always communicated in English and Spanish. Administrators and teachers use the above personnel to communicate with the parents throughout the year.

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>.

Translated versions of Parent Bill of Rights and Family Guides are distributed (in the beginning of the school year and/or at registration) to those parents that are non-English dominant, based on their Home Language Survey. Letters are printed double-sided with the English version on one side and the Spanish version on the other side.