



J.H.S. 383 PHILIPPA SCHUYLER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: J.H.S. 383 PHILIPPA SCHUYLER
ADDRESS: 1300 GREENE AVENUE
TELEPHONE: 718-574-0390
FAX: 718-574-1366

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010383 **SCHOOL NAME:** J.H.S. 383 Philippa Schuyler

SCHOOL ADDRESS: 1300 GREENE AVENUE, BROOKLYN, NY, 11237

SCHOOL TELEPHONE: 718-574-0390 **FAX:** 718-574-1366

SCHOOL CONTACT PERSON: BARBARA SANDERS **EMAIL ADDRESS** BSander@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marisa Remy

PRINCIPAL: BARBARA SANDERS

UFT CHAPTER LEADER: _____

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** B.E.S.T. Network 308

NETWORK LEADER: NEAL OPROMALLA/KATHY PELLEES/Olga Mejia-Glenn

SUPERINTENDENT: LILLIAN DRUCK

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|-----------------|---|-----------|
| Barbara Sanders | Principal | |
| Marisa Remy | UFT Member | |
| April Julian | UFT Chapter Leader | |
| Alike Cummings | UFT Member | |
| RUPERT ALLEYNE | PA/PTA President or Designated Co-President | |
| Albert Tannis | PA/PTA President or Designated Co-President | |
| Tania Torres | Title I Parent Representative | |
| Kim Parker | DC 37 Representative | |
| TROY ROBINSON | Parent | |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Philippa Schuyler Middle School for the Gifted and Talented is dedicated to providing an instructional program that challenges students to set goals and take responsibility for their learning. We believe that student achievement is predicated on high standards, a clearly defined and rigorous curriculum, a differentiated instructional program and strong home-school connections. We believe that all students possess natural gifts and talents that enhance their intellectual capabilities. We want our students to be lifelong learners and achievers. We educate our students to become leaders, problem solvers and critical thinkers. We provide a curriculum that offers arts education, cultural appreciation and technological learning. Our motto is "To Whom Much is Given, Much is Required."

Schuyler is a magnet school located in the Bushwick section of Brooklyn. All students must comply with entrance criteria for admission. This exam is open to all students entering grades 5 and 6. This year, Schuyler is among many schools in the Middle School Choice program.

We celebrate various awards for leadership development and student achievement. I.S. 383 has won the citywide Stock Market competitions and has won the Lego Robotic League Championship. Our technology teacher, Mr. Lindrick Outerbridge, was recognized by Polytechnic University for his work in the area of robotics. The principal was selected to participate in the Cahn Fellowships program for distinguished leadership.

Our school promotes student leadership and scholarship development. Over 50 graduating students receive acceptance to specialized high school programs as well as prep and private school scholarships. Service learning takes place in club activities such as the National Junior Honor Society, the National Beta Club, the Student Government, the Peer Mediation Council, and the School Safety Squad.

Our school celebrates culture and family through the arts. Our curriculum supports the multi-cultural and multi-lingual community. We believe that all students should become proficient in a second language. We offer Spanish and French as a second language. Hispanic, Asian and African American heritage are taught through literature, drama, dance and song. There are two annual international trips.

Students are given the opportunity to select electives such as journalism, law, finance, economics, laboratory sciences, computer technology and visual arts. The performing arts department has been cited as exemplary by the Department of Education. Students can select vocal or instrumental music and dance. We offer band, orchestra, drama, steel pan, chorus, modern dance, jazz dance and ballet.

I.S. 383 was a SINI school in the focus area of special education. Title I funding provided SPED students with supplemental enrichment in reading, writing using technology and the Achieve 3000 technology assisted programs. During the 2010-2011 school year, Schuyler regained “Good Standing” status.

There are existing partnerships and collaborations with universities and corporations. Polytechnic University provides student teachers to observe and work with students in the area of technology. New York University STEP program provides specialized high school preparation for students in grade 6 and 7. Boys Club of New York has sponsored over 20 boys with scholarships to boarding and prep high school programs. Fidelity FutureStages program works with students in our drama classes to write a produce plays that are performed on Broadway.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | | |
|---|--|---------------------------------------|----------------------------|--|--|-----------------------------|--|---------------------------------------|---------------------------------------|---------------------------------------|
| School Name: | | J.H.S. 383 Philippa Schuyler | | | | | | | | |
| District: | | 32 | DBN #: | | 32K383 | School BEDS Code: | | | | |
| DEMOGRAPHICS | | | | | | | | | | |
| Grades Served: | | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Pre-K | | 0 | 0 | 0 | | | 94.9 | 95.3 | TBD | |
| Kindergarten | | 0 | 0 | 0 | | | | | | |
| Grade 1 | | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | | 0 | 0 | 0 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 3 | | 0 | 0 | 0 | | | 99.2 | 98.81 | TBD | |
| Grade 4 | | 0 | 0 | 0 | | | | | | |
| Grade 5 | | 130 | 138 | 118 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | | 402 | 371 | 268 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 7 | | 367 | 394 | 357 | | | 54.9 | 57.5 | 66.2 | |
| Grade 8 | | 314 | 363 | 381 | | | | | | |
| Grade 9 | | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | | 0 | 0 | 0 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 11 | | 0 | 0 | 0 | | | 3 | 13 | TBD | |
| Grade 12 | | 0 | 0 | 0 | | | | | | |
| Ungraded | | 15 | 8 | 5 | Recent Immigrants - Total Number: | | | | | |
| Total | | 1228 | 1274 | 1129 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | | 4 | 1 | 0 | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | | |
| <i>(As October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| # in Self-Contained Classes | | 66 | 57 | 41 | Principal Suspensions | | 37 | 39 | TBD | |
| # in Collaborative Team Teaching (CTT) Classes | | 0 | 0 | 8 | Superintendent Suspensions | | 15 | 26 | TBD | |
| Number all others | | 4 | 4 | 5 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | | CTE Program Participants | | 0 | 0 | 0 | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | | 0 | 0 | 0 | |
| # in Transitional Bilingual Classes | | 11 | 6 | 0 | | | | | | |

| | | | | | | | |
|---|----------------------------------|--|---------|--|--------------------------------------|---------|---------|
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 7 | 6 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 4 | 4 | 0 | Number of Teachers | 66 | 68 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 21 | 18 | TBD |
| | | | | Number of Educational Paraprofessionals | 2 | 0 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 1 | 1 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 78.8 | 73.5 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 63.6 | 67.6 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 86 | 85 | TBD |
| American Indian or Alaska Native | 0.2 | 0.4 | 0.5 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 93.7 | 86 | TBD |
| Black or African American | 70.6 | 70.8 | 70.1 | | | | |
| Hispanic or Latino | 24.3 | 24 | 24.5 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 4.3 | 4.4 | 4.2 | | | | |
| White | 0.6 | 0.3 | 0.4 | | | | |
| Multi-racial | | | | | | | |
| Male | 47 | 47.4 | 48 | | | | |
| Female | 53 | 52.6 | 52 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | | <input type="checkbox"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input type="checkbox"/> 2006-07 | <input type="checkbox"/> 2007-08 | | <input type="checkbox"/> 2008-09 | <input type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 Basic <input type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | |
| Comprehensive <input type="checkbox"/> Focused <input checked="" type="checkbox"/> | | | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | Y | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | Progress Target |
| All Students | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | √ | √ | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | √ | √ | - | | | | |
| White | - | - | - | | | | |
| Multiracial | - | - | | | | | |
| Students with Disabilities | Ysh | Ysh | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 6 | 6 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|--|
| Overall Letter Grade | B | Overall Evaluation: | |
| Overall Score | 64.6 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 6.5 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 18.7 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 33.4 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 6 | Quality Statement 5: Monitor and Revise | |

| Key: AYP Status | Key: Quality Review Score |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| X* = Did Not Make AYP Due to Participation Rate Only | ◇ = Outstanding |

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Student achievement trends

I.S. 383 has been removed from Improvement status based upon the NYS School Accountability Report for the 2010-11 school year. We have been designated as "In Good Standing" based upon our efforts to close the achievement gap for the following sub-groups; students with disabilities and the lowest third. Based upon the NYS Report Card 2009-10, we showed growth in the area of lowest third making at least one year progress by moving from 74.4% to 79.5% in ELA.

Based on the 2009-10 NYS Report Card, there is a need to:

- monitor achievement of students with disabilities (SWD) in order for them to make AYP without Safe Harbor.
- increase student performance overall in ELA and math.
- increase student progress overall in ELA and math.
- further close the achievement gap for SWDs

Smaller Learning Communities:

Our school is structured for teacher collaborative planning and student assessment. We have seven houses where grade level teachers across content areas can meet, plan and discuss student needs. Weekly common planning for inquiry and action research is provided.

Based on feedback from the Quality Review, there is a need to:

- move collaborative planning to Phase II of the inquiry cycle where teachers analyze target populations and the conditions of learning, design and implement an instructional change strategy, and evaluate and revise based upon interim progress measures.
- improve consistency in teacher feedback so that all students can reflect on guiding comments and follow-up clear next steps for improvement in their learning.

Professional development

Based on the BEDS Survey, 99% of the teachers are highly qualified. The School-based Mentoring Plan 2010-11 was developed to support one new ELA teacher. The Lead Instructional Mentor monitors logs of assistance in order to differentiate support. The BEST Network provides

school-based lab site inter-visitations for teacher development. Network leaders and instructional specialists work with school leaders to organize professional development workshops tailored to teacher growth plans. Assistant Principals assess teacher strengths and weaknesses based upon Individual Professional Development planning.

Based on the feedback from the Inquiry Team surveys and the UFT Consultation Committee, there is a need to:

- review and modify the Learning Log tool for better student performance feedback and feed forward.
- learn more about assessment and teacher growth plans

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

| Annual Goal | Short Description |
|---|---|
| <input type="checkbox"/> Goal #1 - <input type="checkbox"/> By June 2011, the number of teachers engaged in collaborative inquiry will increase from 5 to 15 as measured by team meeting logs, agendas and attendance sheets. | <input type="checkbox"/> One of the areas for improvement as cited by Quality Review feedback is the need for <i>additional opportunities for teachers to engage in collaborate inquiry work to increase teacher ownership of key decision-making that influences student learning across the school.</i> |
| <input type="checkbox"/> Goal #2- By June 2011, formalized interim and long term goals for targeted groups of students will be developed by teachers in consultation with administrators in order to accelerate learning and meet differentiated needs as measured by achievement logs, parent-student contracts and interim assessments. | <input type="checkbox"/> One of the areas for improvement as indicated by the Quality Review is the need for formalized structures and systems for moving achievement levels for all students. |
| <input type="checkbox"/> Goal #3- By June 2011, there will be systems implemented to increase communication between parents, teachers and students as measured by the Learning Environment Survey. | <input type="checkbox"/> We recognize that formalized structures for communicating student progress need to exist to support goal setting and schoolwide standards and expectations. |
| <input type="checkbox"/> Goal #4- <input type="checkbox"/> By June 2011, the achievement gap for students with disabilities will continue to close as measured by proficiency gains of 10% or more in ELA and math as indicated by the NYCDOE Progress Report. | <input type="checkbox"/> Our school exists in Year 2 SINI due to participation rates and performance achievement levels in ELA and math. |
| <input type="checkbox"/> Goal #5 - By June 2011, the number of external and community partnerships will increase to three as evidenced by attendance sheets, agendas and logs from meetings with agencies providing site based projects, professional and leadership development and parent/student activities | <input type="checkbox"/> As indicated in SLT meeting minutes, there is a need to partner with colleges and other institutions to provide additional PD, instructional, guidance and parent training resources to our school community. |
| <input type="checkbox"/> Goal #6 - To increase parental involvement and engagement. | <input type="checkbox"/> There is a need to continue to provide real-time information to parents on student progress and to provide ongoing information on student data and assessment. |

SECTION VI: ACTION PLAN

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

Subject Area

Schoolwide

(where relevant) :

| | |
|--|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> Goal #1 - <input type="checkbox"/> By June 2011, the number of teachers engaged in collaborative inquiry will increase from 5 to 15 as measured by team meeting logs, agendas and attendance sheets.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Organize for distributive leadership and program teacher teams by grade level for common prep periods • Provide co-teacher facilitators for organizing structures for data review for each team • Have teacher facilitators serve as data specialist and plan with schoolwide inquiry team |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p> | <p><input type="checkbox"/></p> <p>Per Session Funding for Inquiry Team meeting - \$7,144</p> <p>Title I 5% Highly Qualified - \$28,931</p> |

| | |
|---|---|
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <input type="checkbox"/> Inquiry Team meeting minutes and blogs Teacher Team meeting minutes and blogs School Leadership Team meeting minutes and blogs School surveys |
|---|---|

Subject Area (where relevant) : Schoolwide

| | |
|--|--|
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <input type="checkbox"/> Goal #2- By June 2011, formalized interim and long term goals for targeted groups of students will be developed by teachers in consultation with administrators in order to accelerate learning and meet differentiated needs as measured by achievement logs, parent-student contracts and interim assessments. |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <input type="checkbox"/> <ul style="list-style-type: none"> • Teacher teams will meet and review data in Sept. They will develop target group lists which will be modified every six weeks or based on teacher assessment feedback • Grade level supervisors will meet with data facilitators and teacher teams to develop formalize systems for charting student progress; i.e. achievement logs, progress reports, target sheets, etc., which will be kept on file. • Interim assessment will be created by ELA/math teachers to support pacing calendars and curriculum areas • Instructional materials will be ordered to support individual and group enrichment. |

| | |
|---|---|
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/>Time for meeting and planning is provided by extended day collaborative planning time on Thursdays from 2:30 to 3:07 pm.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/>The newly created ELA and math ITA assessments through Acuity will allow teachers to develop assessments that are aligned to and support student needs and individualized progress goals.</p> <p>Teachers will receive instructional technology to plan more effectively using data from interim assessments.</p> <p>Technology assisted learning (i-Learn) will provide student feedback and help students understand progress and needs.</p> |

Subject Area
(where relevant) :

Schoolwide

| | |
|---|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/>Goal #3- By June 2011, there will be systems implemented to increase communication between parents, teachers and students as measured by the Learning Environment Survey.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>The SLT will preview the following communication and progres reporting systems:</p> <ul style="list-style-type: none"> • eChalk • Datacation/Skedula |

| | |
|--|--|
| | <p>The SLT will gather information and garner support and feedback from their constituencies.</p> <p>System will be purchased</p> <p>PD will be provided</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> TL NYSTL Software funds • Title I Parent Involvement funding |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Monthly review in the number of website hits</p> <p>Monthly review of messages sent</p> <p>Increase in parent participation at monthly events</p> |

Subject Area
(where relevant) :

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> Goal #4- <input type="checkbox"/> By June 2011, the achievement gap for students with disabilities will continue to close as measured by proficiency gains of 10% or more in ELA and math as indicated by the NYCDOE Progress Report.</p> |
|--|---|

| | |
|--|---|
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • September 2010 - High performing SWD in grades 7 and 8 will be reviewed for immediate mainstreaming in GenEd ELA and math classes • SPED teachers will work closely with IEP/PPT teams to move progress. • BEST Student Support specialist will be PD for SPED tchrs. • SPED teachers will begin the year with Achieve 3000 and I-Ready • Parent workshops will be provided |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> TL Fair Student Funding <input type="checkbox"/></p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/> Interim assessments in ELA and math</p> |

Subject Area
(where relevant) : _____

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> Goal #5 - By June 2011, the number of external and community partnerships will increase to three as evidenced by attendance sheets, agendas and logs from meetings with agencies providing site based projects, professional and leadership development and parent/student activities</p> |
|--|---|

| | |
|--|---|
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>The following programs/resources are scheduled to be implemented in Sept.</p> <ul style="list-style-type: none"> • Junior Achievement • University of Southern California Student Teacher Initiative • Junior Tennis League • Soul Pop U • Ballroom Dancing |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <p>Fair Student Funding</p> <p>Title I Parent Involvement</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Periodic professional sharing and planning from the CCS pilot project</p> <p>Photos and programming for special events</p> |

**Subject Area
(where relevant) :**

Schoolwide

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> Goal #6 - To increase parental involvement and engagement.</p> |
|--|--|

| | |
|--|---|
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Saturday workshops to raise awareness of trends in technology, school improvement efforts and other trends in curriculum and instruction, • Continue activities to support family engagement such as family night, family dances, family awards ceremonies, college tours, etc. • Collaborate with college bound resources which include Prep for Prep, college math-science institutes, Kaplan SHST Prep, etc. • Create opportunities for families to receive technology at home to support home-school connection - Computers for Youth. • Provide presentations for parents on scholarships, tuition support, high school choice, etc |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <p>Title I Parent Involvement 5%</p> <p>Fundraising support</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Increase in parent engagement as evidenced by computer messages and "hits"</p> <p>Increase in parent participation at Saturday PTA meetings and workshops</p> <p>Increase in student achievement as a result of home-school technology systems</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | 115 | | | | 5 | | | |
| 6 | | | | | 12 | | | |
| 7 | 200 | | | | 30 | | | |
| 8 | | | 185 | | 20 | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Part B - Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | <input type="checkbox"/> <input type="checkbox"/> 1. Every student in grades 5, 6 and 7 is programmed during the school day for a second ELA class in writing enrichment. Students receive an additional 225 minutes of ELA instruction a week. 2. Students receive intervention directly in their ELA classes with highly qualified teachers who support their learning based on need, through use of differentiated instructional techniques and flexible grouping strategies. 3. iReady software provides student access to self-directed learning in school and at home through the internet. 4. Student identified as not meeting state standards in ELA receive instruction in the extended day program for 37.5 minutes, 3 days a week. |
| Mathematics: | <input type="checkbox"/> <input type="checkbox"/> 1. Approximately 35 students with disabilities is provided with an additional math class each day taught by a highly qualified special education teacher. These students receive an additional 225 minutes of math instruction each week. 2. Students receive intervention directly in their math classes with highly qualified teachers who support their learning based on need, through use of differentiated instructional techniques and flexible grouping strategies. Infusion of technology in the math classrooms also provide intervention to account for different learning modalities. 3. Grade 6 students admitted in September were programmed for 225 minutes of a technology elective to support math instruction. 4. iReady software provides student access to self-directed learning in school and at home |

| | |
|--|--|
| | <p>through the internet.</p> <p>5. Student identified as not meeting state standards in math receive small group instruction in the extended day program for 37.5 minutes, 3 days a week.</p> |
| Science: | <p><input type="checkbox"/></p> <p><input type="checkbox"/> 1. Approximately 70 students in grade 8 receive laboratory science. These students receive a hands-on experience in living environment and earth science for an additional 225 minutes a week.</p> <p>2. Students receive intervention directly in their science classes with highly qualified teachers who support their learning based on need, through use of differentiated instructional techniques and flexible grouping strategies. Science teachers provide hands-on experience for all students as part of their instructional plan.</p> <p>3. Student identified as not meeting academic standards in science receive small group instruction in the extended day program for 37.5 minutes, 3 days a week.</p> |
| Social Studies: | <p><input type="checkbox"/></p> <p><input type="checkbox"/> 1. Aproximately 60 students receive social studies enrichment in law and civics instruction for 225 minutes a week.</p> <p>2. Students receive intervention directly in their social studies classes with highly qualified teachers who support their learning based on need, through use of differentiated instructional techniques and flexible grouping strategies.</p> <p>3. Student identified as not meeting academic standards in social studies receive small group instruction in the extended day program for 37.5 minutes, 3 days a week.</p> |
| At-risk Services Provided by the Guidance Counselor: | <p><input type="checkbox"/> Close to 100 general education and 30 students with disabilities receive small group services and peer mediation instruction.</p> |
| At-risk Services Provided by the School Psychologist: | <p><input type="checkbox"/> N/A</p> |

| | |
|--|------------------------------|
| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> N/A |
| At-risk Health-related Services: | <input type="checkbox"/> N/A |

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6

Number of Students to be Served:

LEP 2

Non-LEP 956

Number of Teachers 58

Other Staff (Specify) 13

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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



Part I: School ELL Profile

A. Language Allocation Policy Team Composition

I.S. 383 is a middle school for gifted and talented students located in the Bushwick community, School District 32 and we are a member of the B.E.S.T. network. The student population consists of a diversity of cultures within the African and Latino community. Our gifted and talented curriculum incorporates multicultural and multilingual learning. English language learning and second language learning is an integral part of our program. Our school offers English, Spanish and French as a second language. Students also learn to celebrate culture through the arts.

The Language Allocation Policy for the 2010-2011 school year was drafted by a series of educators and parents who met to discuss the academic needs of our ELLs. The team consists of the following members; Barbara Sanders, Principal, Gail Irizarry, A.P., Mary Lawton, A.P., David Grady, P.C., Nicole Martone, Sp.Ed. Teacher, Deborah Strock, Guidance Counselor, Nilda Rosa, ESL teacher, and Mary Tang Instructional Specialist. After the team met, analyzed the testing data, they made a series of recommendations which evolved into our 2010-2011 Language Allocation Policy.

B. Teacher Qualifications

We currently have one teacher with ESL certification who is providing ESL instruction as mandated in CR Part 154 to our students identified in need of service.

C. School Demographics

Currently, our student registration for the 2010-2011 school year is approximately 965. There are approximately 9 English language learners in special education and none in general education. However, due to IEP specifications, only 2 special education students are eligible for ESL services.

Part II: ELL Identification

At the beginning of the school year, Mrs. Irizarry, the assistant principal assigned to oversee the ESL program, generated a NYSESLAT combined modality report from ATS. This report helped determine who reached the level of proficiency in English, as measured by the New York State English as a Second Language Examination (NYSESLAT) in the spring '09. Along with the pupil accounting secretary, Ms. Lugo and Mrs. Irizarry reviewed the list of newly admitted students to the school and determined that there were approximately 20 students new to the public school system. The parents of these students were then invited to complete the Home Language Identification survey (HLIS). No students, where eligible, according to the Home Language Survey for the Lab-R. This procedure is conducted annually in September in order to ensure that parents understand the educational choices for their children and program options. To facilitate this process, the ELL Toolkit is reviewed by the parent coordinator, the pupil accounting secretary and the assistant principal.

Based on our school analysis of our ELL population testing data from the NYSESLAT report, the goal of our program will be to continue to provide our students with instruction that will permit them to attain yearly progress in the areas of reading, listening, speaking and writing. Parent meetings and notifications will be made in their native language.

Part III Demographics

ELL Program

| Program | Grade | Total Number of Students |
|-----------------------------------|-------|--------------------------|
| Free Standing ESL (Push-In Model) | 6 | 2 |

ELL Subgroup

| Program | ELL's and SIFE (0-3 years) | ELL's (4-6 years) |
|---------------------|-----------------------------|--------------------|
| ESL (Push-in model) | 0 | 2 |

Home Language Breakdown

| Language | Grade | Total |
|----------|-------|-------|
|----------|-------|-------|

| | | |
|---------|---|---|
| Spanish | 6 | 2 |
| | | |

Delivery of Instruction

After analyzing our NYSESLAT scores and reviewing the needs stated in our Part 154 documentation, we determined that the ELLs in special education classes will receive ESL instruction via an ESL Push-In (Co-Teaching) model. The utilization of this model is in full compliance of the IEP mandates. Our students will receive ESL instruction and the ESL teacher will continue to collaborate with the content area teachers in order to provide our ELL population with language acquisition and vocabulary support while supporting the content instruction.

Our school is designed to assist in the implementation of the LAP guidelines using the Balanced Approach to Literacy, Ramp-Up, Wilson Program and Everyday Math.

Differentiating Instruction

The components of the ESL and special education program will be one, which will utilize a differentiated approach to instruction for all proficiency levels. Student work will be aligned to the New York State ESL Learning Standards and NYS ELA standards. The workshop model will be the primary form of instruction in the special education learning environment in all content areas. Balanced Literacy will be utilized to emphasize the building of reading comprehension and better writing skills. In conjunction with the balanced literacy model, Ramp-Up and School Attuned will be used in the special education classroom to develop the four modalities of language; reading, writing, listening and speaking.

Our collaborative learning environment will reflect an array of materials which evolve from the balanced literacy and workshop model. For example, the learning environment will display teacher and student generated charts and graphs. Instructional materials such as leveled libraries will be available. Word walls for all content areas will be displayed and each child will have readings logs and writing journals. Student work will be organized in a portfolio and prominently displayed in all areas of the collaborative learning environment.

English as a Second Language Instruction in special education will encompass scaffolding strategies to effectively build bridges in the content areas. Those students who level proficient in the NYSESLAT 2010 will not receive ESL services. Instead they will receive two years of support services , including test accomodations.

Plan for ELLs with Special Needs

The two ELLs entitled to ESL services and the seven category X are in Special Education self-contained classes. The ESL teacher, along with the team of core and elective teachers meet frequently to develop instructional goals as per the IEP mandates. As per CR Part 154 our intermediate students will receive 360 minutes of ESL instruction a week. The ELL who is categorized as advanced will receive 180 minutes of ESL instruction. As academic intervention the ESL teacher will provide our two additional 40 minutes of instruction each week.

ELLs with special needs are enrolled in an extended day program which meets three times a week . In this program our instructor uses many of the technique found in the Wilson Program: a multi-sensory approach to learning letter-sound relationships. This approach is reinforced by constant review and practice of previously learned skills to ensure long-term retention.

These educators use the ESL methodologies such as scaffolding, jigsaw activities, interdependence and cooperative group responsibilities and dialogue journals. In order to assure that that our students receive the mandated instructional periods for language proficiency we have an assistant principal assigned to the ELL’s.

Our ESL instructor is involved in a variety of ways with our ELL’s and teachers. The instructor differentiates the instruction to meet the needs on all language levels, she team teaches with teachers in the core subject areas to provide extra language support, she cooperatively plans with core subject teachers to ensure that the classes takes into account language needs, she designs communicative language activities and she assist in the assessment and analysis of our students spoken and written language.

To support our ELL program we use an array of classroom libraries consisting of different genres and interest levels, we use Impact Math, Harcourt Brace Middle School Science books and the Holt Social Studies series. To provide students with reinforcement we have purchased the Options reading, writing and math practice programs, as well as NYSESLAT test preparation materials. In addition, teachers will be utilizing the software components in the Harcourt and Holt series which reinforces phonics and language acquisition skills.

In additional our ELL's are registred to use the IReady ELA and Math online practice program;designed to engage all learners.

Part IV: Assessment Analysis

A. Assessment Analysis

Overall NYSESLAT Proficiency Results for Grade 6

| Language Level | Number of students |
|-----------------|--------------------|
| Beginner (B) | 0 |
| Intermediate(I) | 1 |
| Advanced(A) | 1 |

NYSESLAT Modality Level

| Modality Aggregated | Proficiency Level | Grade 6/ Number of Students |
|---------------------|-------------------|-----------------------------|
| Listening/Speaking | B | 0 |
| | I | 1 |
| | A | 1 |
| Reading/Writing | B | 0 |
| | I | 1 |
| | A | 1 |

NYS ELA

| Grade | Lv 1 | Lv2 | Lv3 | Lv4 | Total |
|-------|------|-----|-----|-----|-------|
| 6 | 1 | 1 | 0 | 0 | 2 |

NYS Math

| Grade | Lv 1 | Lv 2 | Lv 3 | Lv4 | Total |
|-------|------|------|------|-----|-------|
| 6 | 2 | 0 | 0 | 0 | 2 |

NYS Science

| Grade | Lv 1 | Lv 2 | Lv 3 | Lv 4 | Total |
|-------|------|------|------|------|-------|
| 6 | 2 | 0 | | 0 | 2 |

NYS Social Studies

| Grade | Lv 1 | Lv 2 | Lv 3 | Lv 4 | Total |
|-------|------|------|------|------|-------|
| 6 | 1 | 0 | 1 | 0 | 2 |

B. Data Narrative

Lower performance in the reading and writing component of the NYSESLAT implies that our LAP and instructional focus must be modified. We ensure that there is quality instruction for every child, in every classroom, every day, to enable students to become critical thinkers, creative problem solvers and to achieve their personal best.

To implement a differentiated approach to instructional and assessment, we will carefully process the new NYSESLAT data. Based on the current level of second language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflections and debriefing. This will allow us to set high standards for reading and writing in all content areas.

The ESL teacher will be assessing ELL progress via Harcourt Brace ELL Interim Periodic Assessment, summative assessment (state exams, midterm, unit exams, finals exams) and formative assessment (conferencing logs, student self assessment and portfolios). The ESL teacher and the content teacher will then analyze the data to create instructional goals for the students.

The success of the program will be evaluated by the ongoing conferences by the LAP team, ELL Interim Assessment, NYS ELA and NYS Math exams as well as the 2011 NYSESLAT results.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.



Professional development opportunities will be created for all ELL personnel. Grouping for successful staff development will take place for all teachers of English Language Learners including content area teachers, technology teachers, physical education program teachers and teachers of special education programs. The topics that will be covered include best classroom practices, using ESL strategies across the curriculum, Performance Assessment and Standardized Rubrics and Progress Reporting to Parents. In addition the ELL Instructional expert will be providing our special education teachers with QTEL strategies and our general education teachers with the required 7.5 hrs of ESL professional development.

Parental Involvement will be crucial in the success of our students. Our parent coordinator and the LAP team will have ongoing communication with parents of our ELLs. After meeting with the parents we determined that parents need to be familiar with the core curriculum and student assessment. To better inform them, we will be providing workshops on the core curriculum, strategies for language acquisition and Aris training. In addition, parents will be invited to special classroom and assembly presentations that will include but not be limited to cultural celebrations, arts expositions and celebrations of literacy. Copies of all workshop agendas will be maintained on file with the ESL teacher.

Section III. Title III Budget

—

School: I.S. 383

BEDS Code: 333200010383

| Allocation Amount: | | |
|---|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | 0 | <input type="checkbox"/> Not Applicable |
| Purchased services - High quality staff and curriculum development contracts | 0 | <input type="checkbox"/> Not Applicable |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | 0 | <input type="checkbox"/> Not Applicable |
| Educational Software (Object Code 199) | 0 | <input type="checkbox"/> Not Applicable |
| Travel | 0 | <input type="checkbox"/> Not Applicable |
| Other | 0 | <input type="checkbox"/> Not Applicable |
| TOTAL | 0 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

Based on the Fall 2010 collection of home language surveys, feedback from the parent coordinator, feedback from students and families and the RHLA report from ATS, there is a need to provide families with translation services in Spanish, Chinese and Bengali.

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.

Major Findings

There is a need to:

Develop school-based notices and newsletters

Develop minutes from parent meetings such as PTA and SLT

Update our school website

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.

We will provide the following written translation services:

- Update our school website
- Provide ongoing communication by way of notices and parent newsletters
- PTA and SLT minutes

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.

The oral translator will:

- attend all parent-teacher conferences
- present at PTA meetings
- conduct parent workshops in ELA and Math instructional strategies
- conduct family guidance sessions and workshops
- conduct Family Night
- conduct high school articulation parent conferences

Services will be provided by teachers, para professionals and school aides.

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

We will utilize services offered by the Office of Translation to translate documents in Spanish, Chinese and Bengali. In addition, we will utilize our Title III and Title I translation and interpretation funds to provide in-person interpretation services, to purchase translation equipment and to cover printing costs. We will also maintain a log to track expenditures and attendance sheets.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|---|---------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | 486,039 | 392,879 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 3,968 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 28,931 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 57,861 | * | |

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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



Title I Parent Involvement Policy

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, **I.S. 383** , [*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. **I.S. 383'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 Advisory Council, as trained volunteers and welcomed members of our school community. **I.S. 383** will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. 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;

I.S. 383' 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 **I.S. 383** 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, **I.S. 383** will:

1. 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;
2. 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;
3. 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;
4. 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
5. 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 for Family Engagement and Advocacy (OFEA);

6. 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;
7. 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;)
8. host the required Title I Parent Annual Meeting on or before December 1 st 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;
9. 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;
10. translate all critical school documents and provide interpretation during meetings and events as needed; and
11. 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.

I.S. 383 will further encourage school-level parental involvement by:

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Open School Week and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
4. supporting or hosting OFEA District Family Day events;
5. establishing a Parent Resource Center or lending library; instructional materials for parents.
6. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

7. encouraging more parents to become trained school volunteers;
8. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
9. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
10. 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;

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

I.S. 383, [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. **I.S. 383** staff and the 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.

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:

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;

3. implementing a curriculum aligned to State Standards;
4. offering high quality instruction in all content areas; and
5. 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:

1. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
2. convening a Title I Parent Annual 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;
3. arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
4. 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;
5. 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;
6. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
7. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
8. 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:

1. Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
2. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

3. arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
4. planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

1. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. 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);
3. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
4. supporting parental involvement activities as requested by parents; and
5. 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;
6. 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;

Parent/Guardian Responsibilities:

1. 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;
2. 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;
3. check and assist my child in completing homework tasks, when necessary;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
5. set limits to the amount of time my child watches television or plays video games;

6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education. I will also:
 - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child

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; and
- always try my best to learn

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Please refer to Section IV of CEP Needs Assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- I.S. 383 students received Supplemental Educational Services as a part of the NCLB school improvement plan.
- Students in grades 5 through 7 receive AIS classes in writing enrichment for NYS ELA preparation.
- Students with Disabilities (SWD) receive instructional support through the Achieve 3000 program as well as math enrichment one period a day.
- I.S. 383 has applied for the School of One program which provides differentiation in math.
- ELLs receive pull-out and push-in support daily.
- All Grade 8 students will receive an opportunity to qualify for the NYS Regents.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students who need additional support receive SES services.

o Help provide an enriched and accelerated curriculum.

Instructional technology materials have been purchased and placed in all subject areas. Classroom libraries have been ordered for all ELA classes. Laptops and SMARTboards have been purchased for all teachers.

o Meet the educational needs of historically underserved populations.

ELLs have daily push-in and co-teaching support. SWDs have instructional materials and AIS support.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the

Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

The iReady program provides individualized test preparation support in school and at home.

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

3. Instruction by highly qualified staff.

100% highly qualified teachers as indicated in the NYS BEDS report.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

-
- I.S. 383 serves as a science lab site for CFN 308 professional development.
 - Teachers are collaboratively planning to meet the needs of individual students.
 - Assistant Principals maintain PD logs and provide PD sessions at department meetings.
 - CFN 308 deploy instructional specialist to work with teachers in the key areas of assessment and differentiation.

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

I.S. 383 works closely with the CFN Human Resource liaison to continuously search for the best teachers.

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

-
- We are presently seeking support from the Computers for Youth program to provide parents with computers to take home.
 - Family celebrations and award ceremonies will encourage more participation.
 - School Messenger, eChalk and Skedula keep the lines of communication open between the school and home community as well as assisting parents with managing student progress.

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

N/A

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

- ELA and math teachers were provided with planning teacher to design periodic assessment.
- Teachers meet weekly to discuss student progress and strategies for addressing individual needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Skedula and iReady systems allow students to self-assess and monitor their progress in all subject areas. Teachers provide tutorials during lunch and at the end of the day. Quarterly interim periodic assessments provide feedback to students, parents and faculty.

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

N/A

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

Explanation/Background:

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

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

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

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

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

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

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

| Program Name | Fund Source <i>(I.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i> | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. | |
|-------------------------|--|--|----|-----|---|---|----------|
| | | Yes | No | N/A | | Check(x) | Page#(s) |
| Title I, Part A (Basic) | Federal | Yes | | | 486,039 | True | |

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
4
2. Please describe the services you are planning to provide to the STH population. Funding will support academic enrichment services and character education. Push-in services provided will include classroom and assembly presentations - American Defense League, Overcoming Obstacles and Race Bridges for School program.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_32K383_040111-105922.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|---|
| Network Cluster K 308 | District 32 | School Number 383 | School Name Philippa Schuyler MS |
| Principal Barbara Sanders | | Assistant Principal Gail Irizarry and Mary Lawton | |
| Coach n/a | | Coach type here | |
| Teacher/Subject Area | | Guidance Counselor Deborah Strock | |
| Teacher/Subject Area | | Parent | |
| Teacher/Subject Area Nicole Martone | | Parent Coordinator David Grady | |
| Related Service Provider Nilda Rosa | | Other | |
| Network Leader Kathy Pelles | | Other | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total Number of Students in School | 958 | Total Number of ELLs | 2 | ELLs as Share of Total Student Population (%) | 0.21% |
|------------------------------------|------------|----------------------|----------|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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The Language Allocation Policy for the 2010-2011 school year was drafted by a series of educators and parents who met to discuss the academic needs of our ELLs. The team consists of the following members; Barbara Sanders, Principal, Gail Irizarry, A.P., Mary Lawton, A.P., David Grady, P.C., Nicole Martone, Sp.Ed. Teacher, Deborah Strock, Guidance Counselor, Nilda Rosa, ESL teacher, and Steve Resnick, ELL Compliance for B.E.S.T. Network. After the team met, analyzed the testing data, they made a series of recommendations which evolved into our 2010-2011 Language Allocation Policy.

We currently have one teacher with ESL certification who is providing ESL instruction as mandated in CR Part 154 for our students identified in need of service.

Currently, our student registration for the 2010-2011 school year is approximately 958. There are approximately 9 English language learners in special education and none in general education. However, due to IEP specifications, only 2 special education students are eligible for ESL services.

At the beginning of the school year, Mrs. Irizarry, the assistant principal assigned to oversee the ESL program, generated a NYSESLAT combined modality report from ATS. This report helped determine who reached the level of proficiency in English, as measured by the New York State English as a Second Language Examination (NYSESLAT) in the spring '10. Along with the pupil accounting secretary, Ms. Lugo and Mrs. Irizarry reviewed the list of newly admitted students to the school and determined that there were approximately 20 students new to the public school system. The parents of these students were then invited to complete the Home Language Identification survey (HLIS). No students, were eligible for the Lab-R, according to the Home Language Survey. This procedure is conducted annually in September in order to ensure that parents understand the educational choices for their children and program options. To facilitate this process, the ELL Toolkit is reviewed by the parent coordinator, the pupil accounting secretary and the assistant principal.

Based on our school analysis of our ELL population testing data from the NYSESLAT report, the goal of our program will be to continue to provide our students with instruction that will permit them to attain yearly progress in the areas of reading, listening, speaking and writing.

Parent meetings and notifications will be made in their native language.

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | 2 | | | | | | | 2 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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

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

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
|---|------------------------------------|

| | | |
|-----------------------------------|------------------------------|------------------|
| Ethnic breakdown of EPs (Number): | | |
| African-American: | Asian: | Hispanic/Latino: |
| Native American: | White (Non-Hispanic/Latino): | Other: |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 2 | | | | | | | 2 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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At the beginning of the school year, Mrs. Irizarry, the assistant principal assigned to oversee the ESL program, generated a NYSESLAT combined modality report from ATS. This report helped determine who reached the level of proficiency in English, as measured by the New York State English as a Second Language Examination (NYSESLAT) in the spring '10. Along with the pupil accounting secretary, Ms. Lugo and Mrs. Irizarry reviewed the list of newly admitted students to the school and determined that there were approximately 20 students new to the public school system. The parents of these students were then invited to complete the Home Language Identification survey (HLIS). No students, where eligible for the Lab-R, according to the Home Language Survey. This procedure is conducted annually in September in order to ensure that parents understand the educational choices for their children and program options. To facilitate this process, the ELL Toolkit is reviewed by the parent coordinator, the pupil accounting secretary and the assistant principal.

Based on our school analysis of our ELL population testing data from the NYSESLAT report, the goal of our program will be to continue to provide our students with instruction that will permit them to attain yearly progress in the areas of reading, listening, speaking and writing.

Parent meetings and notifications will be made in their native language.

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

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

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

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

Native Language Arts and Native Language Support

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

| NLA Usage/Support | TBE | | |
|-------------------|------------------|--------------|----------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

B. Programming and Scheduling Information--Continued

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

After analyzing our NYSESLAT scores and reviewing the needs stated in our Part 154 documentation, we determined that the ELLs in special education classes will receive ESL instruction via an ESL Push-In (Co-Teaching) model. The utilization of this model is in full compliance of the IEP mandates. Our students will receive ESL instruction and the ESL teacher will continue to collaborate with the content area teachers in order to provide our ELL population with language acquisition and vocabulary support while supporting the content instruction.

Our school is designed to assist in the implementation of the LAP guidelines using the Balanced Approach to Literacy, Ramp-Up, Wilson

Program and Everyday Math.

Differentiating Instruction

The components of the ESL and special education program will be one, which will utilize a differentiated approach to instruction for all proficiency levels. Student work will be aligned to the New York State ESL Learning Standards and NYS ELA standards. The workshop model will be the primary form of instruction in the special education learning environment in all content areas. Balanced Literacy will be utilized to emphasize the building of reading comprehension and better writing skills. In conjunction with the balanced literacy model, Ramp-Up and School Attuned will be used in the special education classroom to develop the four modalities of language; reading, writing, listening and speaking.

Our collaborative learning environment will reflect an array of materials which evolve from the balanced literacy and workshop model. For example, the learning environment will display teacher and student generated charts and graphs. Instructional materials such as leveled libraries will be available. Word walls for all content areas will be displayed and each child will have readings logs and writing journals. Student work will be organized in a portfolio and prominently displayed in all areas of the collaborative learning environment.

English as a Second Language Instruction in special education will encompass scaffolding strategies to effectively build bridges in the content areas. Those students who level proficient in the NYSESLAT 2010 will not receive ESL services. Instead, they will receive two years of support services , including test accommodations.

Plan for ELLs with Special Needs

The two ELLs entitled to ESL services and the seven category X are in Special Education self-contained classes. The ESL teacher, along with the team of core and elective teachers meet frequently to develop instructional goals as per the IEP mandates. As per CR Part 154 our intermediate students will receive 360 minutes of ESL instruction a week. The ELL who is categorized as advanced will receive 180 minutes of ESL instruction. As academic intervention the ESL teacher will provide our students with additional 40 minutes of instruction each week.

ELLs with special needs are enrolled in an extended day program which meets three times a week. In this program our instructor uses many of the technique found in the Wilson Program: a multi-sensory approach to learning letter-sound relationships. This approach is reinforced by constant review and practice of previously learned skills to ensure long-term retention.

These educators use the ESL methodologies such as scaffolding, jigsaw activities, interdependence and cooperative group responsibilities and dialogue journals. In order to assure that that our students receive the mandated instructional periods for language proficiency we have an assistant principal assigned to the ELL's.

Our ESL instructor is involved in a variety of ways with our ELL's and teachers. The instructor differentiates the instruction to meet the needs on all language levels, she team teaches with teachers in the core subject areas to provide extra language support, she cooperatively plans with core subject teachers to ensure that the classes takes into account language needs, she designs communicative language activities and she assist in the assessment and analysis of our students spoken and written language.

To support our ELL program we use an array of classroom libraries consisting of different genres and interest levels, we use Impact Math, Harcourt Brace Middle School Science books and the Holt Social Studies series. To provide students with reinforcement we have purchased the Options reading, writing and math practice programs, as well as NYSESLAT test preparation materials. In addition, teachers will be utilizing the software components in the Harcourt and Holt series which reinforces phonics and language acquisition skills.

In additional our ELL's are registered to use the IReady ELA and Math online practice program; designed to engage all learners.Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Professional development opportunities will be created for all ELL personnel. Grouping for successful staff development will take place for all teachers of English Language Learners including content area teachers, technology teachers, physical education program teachers and teachers of special education programs. The topics that will be covered include best classroom practices, using ESL strategies across the curriculum, Performance Assessment and Standardized Rubrics and Progress Reporting to Parents. In addition the ELL Instructional expert will be providing our special education teachers with QTEL strategies and our general education teachers with the required 7.5 hrs of ESL professional development

E. Parental Involvement

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

Parental Involvement will be crucial in the success of our students. Our parent coordinator and the LAP team will have ongoing communication with parents of our ELLs. After meeting with the parents we determined that parents need to be familiar with the core curriculum and student assessment. To better inform them, we will be providing workshops on the core curriculum, strategies for language acquisition and Aris training. In addition, parents will be invited to special classroom and assembly presentations that will include but not be limited to cultural celebrations, arts expositions and celebrations of literacy. Copies of all workshop agendas will be maintained on file with the ESL teacher.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ SPEAKING | B | | | | | | | | | | | | | |
| | 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 | | 2 | | | 2 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

NYS Math

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 2 | | | | | | | | 2 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

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

Lower performance in the reading and writing component of the NYSESLAT implies that our LAP and instructional focus must be modified. We ensure that there is quality instruction for every child, in every classroom, every day, to enable students to become critical thinkers, creative problem solvers and to achieve their personal best.

To implement a differentiated approach to instructional and assessment, we will carefully process the new NYSESLAT data. Based on the current level of second language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflections and debriefing. This will allow us to set high standards for reading and writing in all content areas.

The ESL teacher will be assessing ELL progress via Harcourt Brace ELL Interim Periodic Assessment, summative assessment (state exams, midterm, unit exams, finals exams) and formative assessment (conferencing logs, student self assessment and portfolios). The ESL teacher and the content teacher will then analyze the data to create instructional goals for the students.

The success of the program will be evaluated by the ongoing conferences by the LAP team, ELL Interim Assessment, NYS ELA and NYS Math exams as well as the 2011 NYSESLAT results.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|------------------------------|-------------|--------|---------------|--|--------------|
| School Name: | J.H.S. 383 Philippa Schuyler | | | | | |
| District: | 32 | DBN: | 32K383 | School | | 333200010383 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 94.9 | 95.3 | 94.7 |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 0 | 0 | 0 | | 99.2 | 98.8 | 99.3 |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 138 | 118 | 101 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 371 | 268 | 268 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 394 | 357 | 258 | | 54.9 | 66.2 | 66.2 |
| Grade 8 | 363 | 381 | 344 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 3 | 13 | 17 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 8 | 5 | 0 | Recent Immigrants - Total Number: | | | |
| Total | 1274 | 1129 | 971 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 4 | 1 | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 57 | 41 | 33 | Principal Suspensions | 37 | 39 | 32 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 8 | 0 | Superintendent Suspensions | 15 | 26 | 18 |
| Number all others | 4 | 5 | 5 | | | | |

These students are included in the enrollment information above.

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

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 6 | 0 | TBD | Number of Teachers | 66 | 68 | 64 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 21 | 18 | 10 |
| # receiving ESL services only | 6 | 0 | TBD | | | | |
| # ELLs with IEPs | 4 | 0 | TBD | Number of Educational Paraprofessionals | 2 | 0 | 9 |

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

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 1 | 1 | 7 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 96.9 |
| | | | | % more than 2 years teaching in this school | 78.8 | 73.5 | 87.5 |
| | | | | % more than 5 years teaching anywhere | 63.6 | 67.6 | 76.6 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 86.0 | 85.0 | 92.2 |
| American Indian or Alaska Native | 0.4 | 0.5 | 0.6 | % core classes taught by "highly qualified" teachers | 93.7 | 86.0 | 94.7 |
| Black or African American | 70.8 | 70.1 | 69.0 | | | | |
| Hispanic or Latino | 24.0 | 24.5 | 25.0 | | | | |
| Asian or Native Hawaiian/Other Pacific | 4.4 | 4.2 | 4.5 | | | | |
| White | 0.3 | 0.4 | 0.7 | | | | |
| Male | 47.4 | 48.0 | 46.4 | | | | |
| Female | 52.6 | 52.0 | 53.6 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|---|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | C | Overall Evaluation: | | | | | P |
| Overall Score: | 30.1 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | P |
| School Environment: | 4.2 | Quality Statement 2: Plan and Set Goals | | | | | P |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | P |
| School Performance: | 3.6 | Quality Statement 4: Align Capacity Building to Goals | | | | | P |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | P |
| Student Progress: | 20 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 2.3 | | | | | | |

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

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

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