



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ PHILIPPA SCHUYLER _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 32K383 _____

PRINCIPAL: _____ BARBARA SANDERS _____ **EMAIL:** _____ BSANDER@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ LILLIAN DRUCK _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Barbara Sanders	*Principal or Designee	
April Julian	*UFT Chapter Leader or Designee	
Cheryl Fox	*PA/PTA President or Designated Co-President	
Kim Parker	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Troy Robinson	Member/Parent	
Tracy Stefansson	Member/Parent	
Rupert Alleyne Jr.	Member/Parent	
Nefer Bernard-Nekhet	Member/Parent	
Michelle Reid	Member/Parent	
Marisa Remy	Member/Teacher/SLT Chairperson	
Alike Cummings Jinny Chung	Member/Teacher/SLT Recorder Member/AP/Data Specialist	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- **By June 2012, grade 8 students will demonstrate a 5% increase in the number of students who are proficient (level 3 and 4) on the NYS ELA and Math exam.**

Comprehensive needs assessment

- Analysis of NYS exam results over a three year period indicated a decline of the number of students in grade 8 achieving level 3 and 4 on both the ELA and Math exams.

Instructional strategies/activities

Activity #1

- a) **Activity** - Extended Day program – Identify 28-32 grade 8 students in need of intervention based upon teacher referral and performance in the 2011 ELA and Math scores. Teachers will work with students in small groups with data informed focused activities for remediation and enrichment. Student progress will be monitored with customized ITAs and other teacher created formative or summative assessments.
- b) **Resources** - Grade 8 ELA and Math team will use Buckle Down and iReady practice books. Acuity software will be used to generate customized assessments.
- c) **Who** - Teacher participate in the selection of this group of students. They will also determine the activities and assessments used in the program.
- d) **Time Frame** - November 2011 to June 2012

Activity #2

- a) **Activity** - Professional Development for teachers on curriculum mapping, rubric development, differentiation and strategies from Understanding by Design to support instruction for all learners.
- b) **Resources** - Network specialists, CITE professional development specialists. Lead teachers in ELA and Math.
- c) **Who** - Teachers will be provided with strategies to support all learners. They will be engaged in collaborative inquiry that track targeted students (low, Middle, high level learners) to monitor student achievement in the areas of ELA and Math.
- d) **Time Frame** - November 2011 to June 2012.

Strategies to increase parental involvement

- Continuous grade 8 workshops on ELA and math progress reporting through *Pupil Path*
- Conduct parent workshops with support from school staff, network and outside organizations.
- Parent Coordinator and Dean will have individualized ARIS conferences and Pupil Path training with targeted parents. Parent Coordinator will host ongoing workshops for parents as needed.
- Keep parents informed of school events and activities through E-chalk website, School Messenger notification system, Skedula/Pupil Path; backpack school notices, newsletters, monthly calendars.
- Provide interpretation services at all school wide events.

Strategies for attracting Highly Qualified Teachers (HQT)

- Principal regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The payroll/personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and certification deadlines.
- Teachers are encouraged to take leadership roles within the school, network, participate in city wide pilot programs and pursue higher educational opportunities.

Service and program coordination

- Extended Day Instructional Program
- Extended Day Teacher Team Planning
- Acuity/Customized ITAs
- Network 112 Professional Development
- CITE Professional Development
- CFI Lab/Learning Site Professional Development
- TL Writing Enrichment Classes

Budget and resources alignment

- TL
- ARRA RTTT Data Specialist
- ARRA RTTT Citywide Instructional Expectation
- Title III Translation Services
- Budget for Parent Coordinator

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, the number of students in the SWD and ELL subgroups achieving level 3 or 4 on the NYS ELA and Math exam will increase by 5%.

Comprehensive needs assessment

- Analysis of NYS exam results over a three year period indicated an increase of non-proficient students (level 1 and 2) in the SWD subgroup.

Instructional strategies/activities

Activity #1

- a) **Activity - Extended Day Program**-Identify 5 SWD students in each grade level (6,7,8) including ICT students and provide one on one tutoring on test readiness. The program is intended to accelerate learning for these targeted students through focused intervention and monitoring.
- b) **Resources**: Teachers of SWD, extend use of SmartBoards, Enos, online activities, Acuity customized ITAs.
- c) **Who** - Teachers of SWD will use existing resources an intervention program targeting these students. Collaborative planning time will enable teachers to develop, administer, evaluate and revise strategies for accelerated learning.
- d) **Time Frame** - November 2011 to December 2012

Activity #2

- a) **Activity** - Increase participation of teachers of SWD in general education activities and common planning.
- b) **Resources** - IEPs, ARIS, release time for common planning.
- c) **Who** - SWD teachers will engage in inquiry work with general education teacher input. SWD teachers will participate in the development and revision of benchmark assessments as well as content area mapping.
- d) **Time Frame** - November 2011 to December 2012

Strategies to increase parental involvement

- Family Night celebration for student achievement in ELL and for SWD
- Guidance conferences with parents by way of the mandated counselor and SBST members
- Articulation parent workshops in preparing for college and career readiness
- Parent Coordinator and Assistant Principal providing sports activities with local teams and agencies
- Kaplan SHSAT prep

Strategies for attracting Highly Qualified Teachers (HQT)

- Seek Teach for America teacher recruits

Service and program coordination

- Network 112 workshops in ICT instructional strategies
- Network 112 workshops in curriculum mapping
- F Status ESL teacher

Budget and resources alignment

- TL
- ARRA RTTT Data Specialist
- ARRA RTTT Citywide Instructional Expectation
- Title I STH for Non-Title I Schools
- Title III Translation Services

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, 100% of all core subject area teachers will be engaged in the continuous development and review of curriculum maps aligned to common core standards, common benchmark assessments, and standards-based student portfolios.

Comprehensive needs assessment

- According to the last Quality Review report, our school needs to increase collaboration among teachers in instructional planning, effective feedback on student work, and benchmark assessment planning in order to allow for coherence throughout the school. This was cited as areas for improvement in Quality Review statements 1.2, 1.3, 3.2 and 4.2.

Instructional strategies/activities

Activity #1

- a) **Activity** - Provide on-going professional development in curriculum planning and mapping. Engage teachers in collaborative team work in order to align curriculum to common core standards; and to provide students with rigorous tasks embedded in well-crafted instructional unites that can be used as reliable assessment tools.
- b) **Who** - Network Instructional Specialists, Principal and Assistant Principals, teacher, "Mapping the Big Picture," by Heidi Haynes Jacobs; Network 112 Lab Site support.
- c) **Resources** - Participation in Science Lab Sites; Common Core lab sites for Math and ELA; participation in Social Studies lab site; collaborative team meetings on Thursdays.
- d) **Time Frame** - November 2011 – June 2012

Activity #2

- a) **Activity** - Implement school wide portfolio day where students and teachers analyze common assessment for benchmark achievement. Teacher purpose: to identify areas for needed intervention. Student purpose: evaluate self-achievement, set new goals and revise existing ones.
- b) **Who** - Targeted teacher and students
- c) **Resources** - Use of teacher generated standard based portfolio check off templates. Teachers need in grade-level teams to review data gathered from portfolio day.
- d) **Time Frame** - November 2011 – June 2012

Strategies to increase parental involvement

- Post curriculum maps on school website for parent information
- Provide curriculum nights and test prep workshops for parent engagement
- Keep parents informed of school events and activities through E-chalk website, School Messenger notification system, Skedula/Pupil Path; backpack school notices, newsletters, monthly calendars.
- Provide interpretation services at all school wide events.

Strategies for attracting Highly Qualified Teachers (HQT)

- Review BEDS survey for accountability
- Principal regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The payroll/personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and certification deadlines.

- Teachers are encouraged to take leadership roles within the school, network, participate in city wide pilot programs and pursue higher educational opportunities.

Service and program coordination

- Network 112 professional development

Budget and resources alignment

- TL
- ARRA RTTT Data Specialist
- ARRA RTTT Citywide Instructional Expectation
- Title I STH for Non-Title I Schools
- Title III Translation Services

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, the score on the Learning Environment Survey for Engagement, Health, Safety and Respect will increase by 6%.

Comprehensive needs assessment

- The 2011 learning environment survey showed a decline in the area of engagement, safety and respect, especially among students respondents.
- The number of students suffering from obesity has increased to 10%

Instructional strategies/activities

Activity #1: School Pride

- a) **Activity** - Provide Athletic, Community Service, and Academic opportunities for students. CHAMPS program, Flag football, Double Dutch, School Recycling Team, Peer Tutoring, Student Council, NJHS, BETA club, Chess in the Schools Program.
- b) **Resources** - Coaches, teachers, students, PTA, SLT, principal/assistant principals, community organizations.
- c) **Who** - Teacher leaders nurture school pride through their respective groups and activities.
- d) **Time Frame** - November 2011 – June 2012

Activity #2: Assemblies

- a) **Activity** - Provide theme pep rallies to recognize and promote high achievement. Incorporate “The 7 Habits of Highly Effective Teens” into guidance assemblies for the lower grades. Dean of students and guidance department provide Respect for All assemblies. Invite community group speakers.
- b) **Resources** - PTA, SLT, guidance counselors, community organizations, teachers, students, principal, assistant principals.
- c) **Time Frame** - November 2011 – June 2012

Activity #3: Incentives

- a) **Activity** - Attendance/Lateness competition, least number of N's and U's on report card competition, Penny Harvest, Movie Day, Dress Down Day, Trips/Parties, Dances, International trip, 6th grade camping trip
- b) **Resources** - Principal, assistant principals, teachers, students, PTA, SLT, student council
- c) **Who** - Create a subcommittee of staff members to develop incentive plans
- d) **Time Frame** - November 2011 – June 2012

Activity #4: Health and Nutrition

- a) **Activity** – Institute the HOP Initiative (Healthy Options and Physical Activity Programs) and continued assessment using data from the Fitnessgram – citing language such as BMI, MyPlate.gov
- b) **Resources** – Dept. of Health, Physical Education teachers, NY Junior Tennis League
- c) **Who** – Pupil Personnel Team
- d) **Time Frame** - November 2011 – May 2012

Strategies to increase parental involvement

- Workshops in 7 Habits of Highly Effective Teens and Bullying Prevention
- Workshop on Adolescent Development and Study Skills
- Workshop on ARIS and Pupil Path
- Keep parents informed of school events and activities through E-chalk website, School Messenger notification system, Skedula/Pupil Path; backpack school notices, newsletters, monthly calendars.
- HOP Parent Nutrition Survey
- Nutrition workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Seek college partnerships for student teachers, tutors and professional development
- Seek family counseling services and guidance CBOs for support
- Develop Safe Harbor program for traveling students in conjunction with 83rd Precinct
- Build Student Leadership and Mentorship through service learning

Service and program coordination

- CITE parent engagement series
- PTA Presentations
- Chess in Our Schools
- NJHS/Beta
- NY Junior Tennis League for Extended School day support
- CHAMPS program
- Department of Health

Budget and resources alignment

- TL for Dean
- TL for Parent Coordinator
- TL for Guidance Counselors

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- By June 2012, the number of grade 7 students who are prepared for accelerated NYS Regents-bearing math and science classes will increase by 2%.

Comprehensive needs assessment

- As a result of the 2011 Progress Report, there is a need to:
 - a) provide time for math and science teachers to meet and plan curriculum across grade levels while addressing informational text and developing rigorous performance-based assessments.
 - b) provide time, resources and activities that will allow students to celebrate success and monitor their progress which will include pupil path, interim goal setting, student work celebrations, student achievement and recognition parties, etc.
 - c) provide resources for electives and clubs that will enhance content area instruction and promote problem solving skills and hands-on activities such as chess club, law class, robotics/technology team, leadership and peer mentoring programs.
 - d) provide parent workshops and share resources for SHSAT prep, tuition planning, college partnerships for Saturday enrichment (NYU STEP program), family outings for college tours, on-line planning,

Instructional strategies/activities

- **Activity #1**
 - a) **Activity** – Performance-based writing assignments and the development of informational texts for reading to enhance rigor
 - b) **Resources** – CFI Learning/Lab Site development, School Librarian Lunch and Learns
 - c) **Who** – Learning/Lab ELA and Math teachers, School Librarian
 - d) **Timeline** – November 2011 – May 2012
- **Activity #2**
 - e) **Activity** – College tours and leadership development activities for students and their families
 - f) **Resources** – NY Junior Tennis League program, PTA Executive Board, Kaplan, Prep for Prep, Brooklyn Latin HS, Teak program, Medgar Evers HS STEM program, Poly Prep
 - g) **Who** – Grade 7 students
 - h) **Timeline** – November 2011 – May 2012
- **Activity #3**
 - i) **Activity** – Plan more half-year electives that are extensions of the content area for real world applications/career inspiration – law, robotics, medical science, forensics, journalism, debate, etc
 - j) **Resources** – Tax Levy funding
 - k) **Who** – Administration and CBO teachers
 - l) **Timeline** – To begin September 2012

- Activity #4
 - m) **Activity** – Provide common planning and inquiry work for math and science
 - n) **Resources** – Tax Levy funding
 - o) **Who** – Teacher
 - p) **Timeline** – November 2011 – June 2012

Strategies to increase parental involvement

- College tours and visits to corporate offices via parent outreach to engage families in preparing for college and career readiness.

Strategies for attracting Highly Qualified Teachers (HQT)

- Work closely with college partners for college student visits and presentation to our students

Service and program coordination

- Grade 7 teacher team planning

Budget and resources alignment

- Title I ARRA Citywide Instructional Expectations

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	91	7	6	4				
6	288	33	0	5				
7	34	24	4	2				
8	53	87	87	60				
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Writing- Reading Block Extended Day – iReady Wilson
Mathematics	Regents Prep Extended Day
Science	Regents Prep
Social Studies	Law Technology Applications
At-risk Services provided by the Guidance Counselor	One-to-One, Family Counseling, Behavioral Developmental/Academic Progress Report, Small groups, Mediation, Articulation/Career
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	Testing accommodations based on 504/

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader K 308	District 32	Borough Brooklyn	School Number 383
School Name Philippa Schuyler MS			

B. Language Allocation Policy Team Composition [?](#)

Principal Barbara Sanders	Assistant Principal Gail Irizarry and Mary Lawton
Coach n/a	Coach
ESL Teacher Nelida Rosa	Guidance Counselor Deborah Strock
Teacher/Subject Area Alba Restuccia/SPED Teacher	Parent
Teacher/Subject Area April Julian/SPED Teacher	Parent Coordinator David Grady
Related Service Provider Glenn Mancher/Speech Teacher	Other
Network Leader Kathy Pelles	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	840	Total Number of ELLs	5	ELLs as share of total student population (%)	0.60%
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Part II: ELL Identification Process

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

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

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 2011-2012 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., April Julian, Sp.Ed. Teacher, Alba Restuccia, Sp.Ed. Teacher, Deborah Strock, Guidance Counselor, Nilda Rosa, ESL teacher, and Jamie Weinstein, 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 2011-2012 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.

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 '11. The five students who did not score proficient in the NYSESLAT received notification and entitlement of services letters. These letters are kept on file by Ms. Rosa. These students will once again take the NYSESLAT in May 2012.

In addition, 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 was completed within the first 10 days of being enrolled in the school. If we need to administer the LAB -R, Mrs. Irizarry administers the exam. 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. Please note that our middle school is now part of the Middle School Choice Program as well as a screening school. The majority of new admits are transfers from public elementary schools. Parents are not required to resubmit HLIS. New admits are usually students from private or parochial schools. These parents complete the HLIS. Ms. Lugo, the pupil accounting secretary is a bilingual (spanish) and has the capability of communication with the parent if they need a spanish translator. If there is a need for a language other than spanish, we contact the office of translations from an interpreter.

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.

Students who are admitted into our school via the Middle School Choice Program do not require ESL services. The five students who are being serviced with ESL are in Special Education. These parents are sent letters, in their native language asking them what services they prefer for their students (biligual program, ESL or dual language. Parents have responded that they prefer ESL services. If they select a program other ESL we would contact the Office of Youth Deveopment to request placement for the child in the parents choice program.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL						4			1	0
Total	0	0	0	0	0	4	0	0	1	0

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	Spanish							0	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									1					1
TOTAL	0	0	0	0	0	0	0	2	3	0	0	0	0	5

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

In order to service the 5 ELLs in special education classes we have developed an instructional model that best meets the needs of our population. Currently we are utilizing a push-in, pull-out and ESL model. Our ELLs are all in heterogeneous groups (7th and 8th grade) self-contained-classes (math, social studies, science, language arts, foreign language and writing) and they receive their mandated services according to CR Part 154. For the elective classes they are enrolled with general education students (dance, gym, art, drama and music).

Ms. Rosa, our ESL teacher co-teaches with Ms. Restucia and Ms. Julain the two special education teachers. They plan lessons in language arts, writing, science and social studies. Ms. Rosa, also pulls-out the students, according to the number of units they are required for free standing ESL classes.

Sample Programs for ELL's

Beginners/Intermediate ESL: 2 Units (360 minutes per week)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1		ESL			
2			ESL		
3		ESL	ESL		
4					
5					
6		ESL	ESL		
7		ESL	ESL		
8					

Advanced ESL: 1 Unit (180 minutes per week)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2			ESL		

A. Programming and Scheduling Information

3		ESL	
4			
5			
6	ESL	ESL	
7	ESL		
8			

Courses Taught in Languages Other than English ⓘ

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

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

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

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

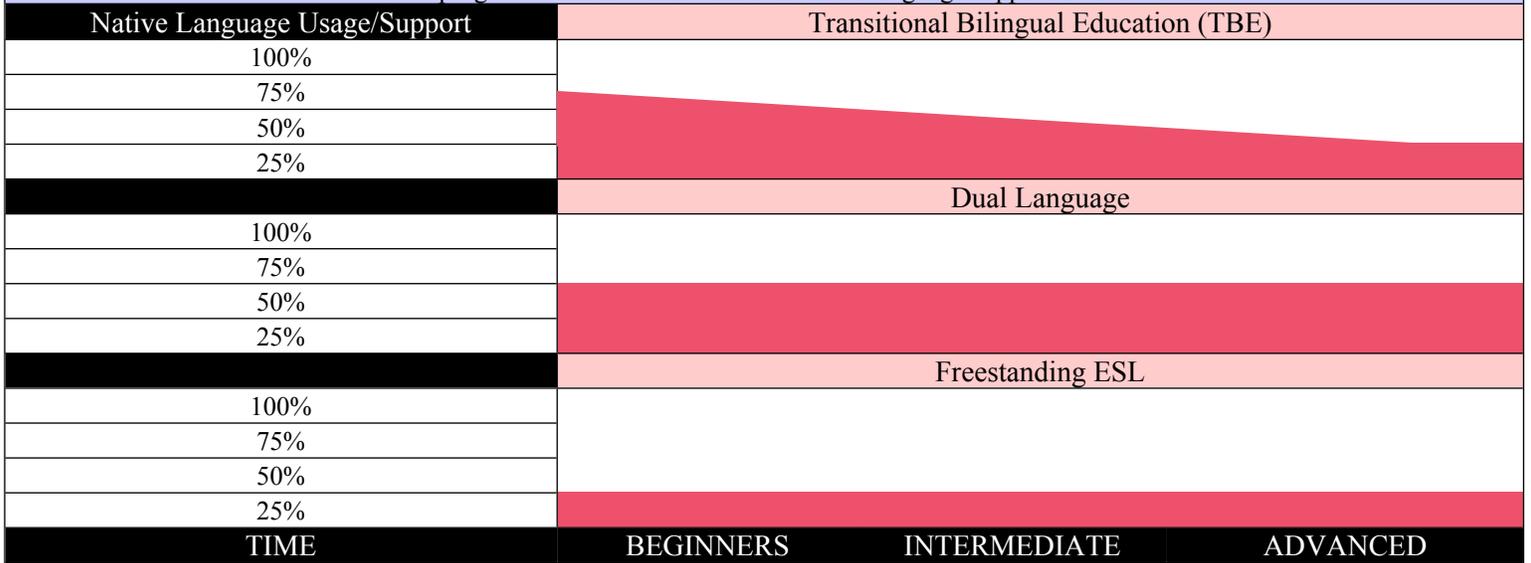
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

The content areas will use taught in the self-contained model using Ramp Up and the Wilson Program as strategies for building literacy. To help ELLs acquire fluency and proficiency, students will be grouped and re-grouped based on the skills needed to develop academic language as measured by the NYSESLAT and other informal tools for diagnostic linguistic summaries such as portfolios, student work folders, journals and teacher-made tests. English and literacy across the content areas will be aligned with the NLA and ESL state learning standards and Commissioner's Regulation Part 154.

We do not have a program for SIFE students, nor do we have students taking classes in their native language.

Three out of our four ELLs were X coded and did not receive ESL services in the past. This year we were informed that these studnets were required to receive ESL services. Therefore our plan for all our ELLs' to to provide them with instruction tailored around the following measures:

- ESL learning standards are aligned to the ELA and content areas in order to help ELLs reach proficiency and be able to compete with their monolingual counterparts.
- ESL instruction is consistent with CR Part 154 units of study as per LAB-R and NYSESLAT scores.
- Instructional strategies include scaffolding, modeling, word walls, SIOP, SDAIE to build key concepts and vocabulary to develop a deep structure, which leads to higher critical thinking in literacy.
- Academic content areas are taught in the classroom using ESL strategies.
- ESL instruction is provided by a fully NYS certified ESL teacher.

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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- Academic content areas are taught in the classroom using ESL strategies.
- ESL instruction is provided by a fully NYS certified ESL teacher.

All our ELL's are mandated to attend our Extended Day program where they received one to one tutorials in language arts and mathematics. This program takes place every Tuesday and Wednesday from 2:30PM-3:20PM.

We have one student who scored proficient in the NYSESLAT 2012. This year we invited her to attend our Extended Day program where receives one-to-one tutorials in mathematics and language arts.

Ms. Rosa, Ms. Julians and Ms. Restuccia all attend weekly inquiry team meets where they discuss our programs impact on student achievement, they examine student work and modify instruction accordingly.

We discontinued the bilingual programs in our school because parents were not requesting these programs.

In order to afford equal access to our ELLs to school programs, our students are enrolled in drama, art, dance and music.

All our ELLs have individual laptops in the classroom, as well as smartboards. In addition all the classroom are enriched with leveled libraries, dictionaries, glossaries, atlases, grammar books, practice math and ELA books, common core practice books and science laboratory equipment.

We offer Spanish as a second language for all students.

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?

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, guidance counselors, psychologist, speech therapists and parent coordinators. 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. These sessions will be held throughout the year and in May our network is providing specific ELL workshops. ELL Instructional expert will be providing our special education teachers with QTEL strategies and our general education teachers with the required 7.5 hours of ESL professional development. Attendance sheets will be kept as documentation of attendance.

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. District 32 CEC will provide our parents with support and every year DOE offers the ELL conference. At parents meetings parents are asked about their interest for future meetings and when necessary we translators are recruited to assist us with the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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								2					
	P									3				
READING/ WRITING	B								1	1				
	I								1	1				
	A									1				
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	2								2
8	2		1						3
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	3				1				4
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								0

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

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

We utilize the ELL Harcourt Assessment and Acuity periodic assessment to analyze student's skills in literacy. The data support that we need to strengthen their reading and writing skills. The data is available in the ARIS and Acuity.

In addition, lower performance in the reading and writing component of the NYSESLAT implies that our LAR and instructional focus must

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

School Name: <u>IS 383</u>		School DBN: <u>32K383</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbaar Sanders	Principal		1/1/01
Gail Irizarry	Assistant Principal		1/1/01
David Grady	Parent Coordinator		1/1/01
Nelida Rosa	ESL Teacher		1/1/01
	Parent		1/1/01
April Julian/MA	Teacher/Subject Area		1/1/01
Alba Restuccia/ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Deborah Strock	Guidance Counselor		1/1/01
Kathy Pelles	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 32k383 **School Name:** Philippa Schuyler Middle School

Cluster: 1 **Network:** 112

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.

Based on the Fall 2011 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.

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.

- Develop a student and parent handbook in the native language
- 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 translation services:

- Update our school website
- Publish our student and parent handbook
- 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

Based on the Fall 2011 collection of home language surveys, parent surveys, feedback from the parent coordinator and the RHLA report from ATS, there is a need to:

- provide parent education services and support to students who are second language learners
- provide content area workshops in the native language
- provide guidance and intervention service as well as parent outreach

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>.

Upon review of the home language and ATS report RPOB report it was determined that we need to provide written translations to parents in Spanish, Bengali and Mandarin. We will utilize services offered by the Office of Translation to translate documents in the above named languages. In addition, we will utilize 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.

Title III

Philippa Schuyler did not receive Title III funds due to the low enrollment of ELL's in the school.