



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE PHILIPPA SCHUYLER MIDDLE SCHOOL FOR THE GIFTED AND TALENTED

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

PRINCIPAL: JEANETTE SMITH

EMAIL: JSMITH16@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
Jeanette Smith	*Principal or Designee	
Joyce Baldino	*UFT Chapter Leader or Designee	
Cheryl Ann Fox	*PA/PTA President or Designated Co-President	
Pearline Wright	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jinny Chung	Member/CSA Representative	
Traci Peterson	Member/Teacher	
Keyon Armstead	Member/Teacher	
Michelle Reid	Member/Parent	
Nefer Bernard Nekhet	Member/Parent	
Nereida Moralses	Member/Parent	
Sharon Dawkins-Rodriguez	Member/Parent	
Tony Betaudier	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, number of students who are proficient (Level 3 and 4) on New York State ELA and Math exams will increase by 3%.

Comprehensive needs assessment

- Analysis of NYS exam results over a three year period indicate consistent 3% gains schoolwide in ELA scores and 2% gains schoolwide in Math scores. Our goal is to continue the trend of growth in student performance on NYS exams in order to better prepare students for high school. Specifically, our goal is to decrease the percentage of students scoring Level 2 on the state exams.

Instructional strategies/activities

Activity #1

- a) Activity: Extended Day Program—mandate students in Grades 5-8 who scored Level 2 on NYS ELA and Math exams to attend Extended Day program twice a week for a total of 100 minutes of instruction. Teams of teachers will collaborate to provide ELA instruction on one day and Math instruction on the second day. Teachers will work with students in small groups with data informed focused activities for remediation and enrichment. At the completion of each unit targeting a specific skill set, students will take a summative assessment. Student progress will be monitored by analysis of assessment and instruction will be adjusted according to individual student need.
- b) Resources: Teacher teams will use IReady practice books and assessments. Administrators, Teachers, Data Inquiry Team will analyze Item Analysis Report and identify Content Strands to target during Extended Day instruction. Content strands are identified by skill and taught in units. At the end of each four week unit, students are given an assessment and tutoring instruction is adjusted.
- c) Teachers who are part of the Data Inquiry Team, analyzed student data and developed structure for Extended Day in Collaboration with Administrators. Extended Day Plan was shared at November 2012 Faculty Conference.
- d) December 2012-June 2013

Activity #2

- a) Activity: Writing Across Content Areas—Prepare students for the writing emphasized on the revised format of NYS ELA and Math exams by incorporating essay writing into Common Core Standard Tasks in Social Studies, Math and Science. Students will complete at least two (2) essays as part of a Common Core Task. After each Common Core Essay task is administered, teachers work in teams to score student writing according to a commonly developed rubric. Trends in student achievement are identified and instruction revised to address targeted student need for next cycle of essay writing.
- b) Resources: Social Studies, Math and Science teachers will collaborate with ELA teachers on their Grade Levels to develop writing tasks that align to the Common Core Standards. Administrators and teacher members of the Instructional Cabinet and staff developers from Common Core Lab Pilot will provide resources for teachers to assist in creating Common Core Aligned writing tasks. Teachers will receive per session hours for planning time.
- c) Teachers serving on the Instructional Cabinet identify Common Core Standards in ELA to be incorporated in content area writing. Instructional Leads and teachers on Instructional Cabinet meet with Content area teachers during weekly Collaborative Teacher Inquiry Meeting Time and during preparation periods and per session hours
- d) September 2012- June 2013

Strategies to increase parental involvement

- Assistant Principal will host Parent Workshops on use of Pupil Path to monitor student progress in Content Area Classes
- Instructional Cabinet will host Parent Workshops on new format of New York State exams and Alignment to Common Core Standards
- Parent Academy members will attend Parent Academy Workshops on Assessments and turnkey information to Parent Community

- Parent Coordinator, Dean and Assistant Principals will have individualized ARIS conferences and Pupil Path training for targeted parents.
- Keep parents informed of school events and activities through E-chalk website, School Messenger notification system, Skedula/Pupil Path; backpack school notices, newsletters, and monthly calendars.
- Provide interpretation services at all school wide events
- Provide translations for written materials

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Extended Day Instructional Program—TL funds
- Collaborative Teacher Inquiry Team Planning—TL funds
- Data Inquiry Team—ARRA RTTT Data Specialist
- Instructional Cabinet—ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Instructional Leads-- ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Network 112 Professional Development—TL funds
- NYC DOE Common Core Pilot Labsite—ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Educational Supplies: TL NYSTL textbooks; TL NYSTL software; TL NYSTL hardware, TL NYSTL Library Books

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, students will increase their growth percentile by 5 points on the NYS ELA exam (from 56 to 61), and 5 points on the NYS Math exam (42 to 47).

Comprehensive needs assessment

According to the 2011-12 School Progress Report, our school received an F in student progress. We achieved only 3.8 out of a possible 60 points.

Instructional strategies/activities

Activity #1

- a) Activity: Use the existing Extended Day program (100 minutes each week) more effectively. Using Growth Percentile data aggregated from NYS ELA and Math exams, identify 25 students in the school's Lowest Third in Progress on each grade level. If identified students are not mandated, using parent outreach invite students to attend program. Structured uniform lesson sequences for each grade developed by teachers to ensure continuity and maintenance of student standards. Monitor student progress and offer differentiated support through monthly periodic assessments during Extended Day.
- b) Teachers, administrators, parents, Data Inquiry Team. Resources: Ready NY Common Core (ELA), Triumph Learning-Mastering the Standards (Math)
- c) Teachers on Data Inquiry Team analyzed data in collaboration with Administrators and presented findings to staff at November Faculty Conference; ELA and Math teachers develop the lesson sequences to be used for the infrastructure of extended day sessions. Teachers monitor student progress in periodic assessments
- d) December 2012- June 2013

Activity #2:

- a) Activity: Professional Development for teachers on strategies to increase rigor in daily classroom instruction in order to prepare students for Common Core Aligned State Exams. Professional Development for teachers on Effective Teaching Strategies aligned to NYC DOE Priority Competencies and NYC DOE Instructional Shifts. Effective implementation of strategies will be supported by frequent rounds of observations by administrators with written and verbal feedback. Impact of teaching strategies will be monitored by reviewing samples of student work aligned from the 2 Cycles of Common Core Units of Study across the Content Areas
- b) Resources: Administrators, Instructional Leads, Network Specialists, Common Core Pilot Staff Developers; CFN 112 Labsite Program; CFN 112 Instructional Rounds Program
- c) School wide Informal Observation Walkthrough with verbal debrief by administrators in order to identify areas for professional development. Teachers will be engaged in collaborative inquiry that track targeted students (Low, Medium, High level learners) to monitor student achievement in the areas of ELA and Math
- d) Time Frame: September 2012 – June 2013

Strategies to increase parental involvement

- Assistant Principal will host Parent Workshops on use of Pupil Path to monitor student progress in Content Area Classes
- Instructional Cabinet will host Parent Workshops on new format of New York State exams and Alignment to Common Core Standards
- Parent Academy members will attend Parent Academy Workshops on Assessments and turnkey information to Parent Community
- Parent Coordinator, Dean and Assistant Principals will have individualized ARIS conferences and Pupil Path training for targeted parents.
- Keep parents informed of school events and activities through E-chalk website, School Messenger notification system, Skedula/Pupil Path; backpack school notices, newsletters, and monthly calendars.
- Provide interpretation services at all school wide events
- Provide translations for written materials

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Collaborative Teacher Inquiry Team Planning—TL funds
- Data Inquiry Team—ARRA RTTT Data Specialist
- Instructional Cabinet—ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Instructional Leads-- ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Network 112 Professional Development including Labsite Program and Instructional Rounds—TL funds
- NYC DOE Common Core Pilot Labsite—ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Educational Supplies: TL NYSTL textbooks; TL NYSTL software; TL NYSTL hardware, TL NYSTL Library Books

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, students in the 8th grade will demonstrate academic and social achievement by increasing the number of students passing their core subject with an 80% average and decreasing the number of academic and behavioral referrals

Comprehensive needs assessment

- Review of School Progress Report 2011-2012, data showed that 8th grade had the least amount of year-to-year progress as measured by the NYS ELA and Math exam and lowest performance levels as measured by the NYS ELA and Math exams in comparison to the lower grades.
- Review of Behavioral Referrals
- Open discussion at School Leadership Team meetings reflected concerns regarding 8th grade academic and behavior progress as voiced by teachers, parents and administrators

Instructional strategies/activities

Activity #1

- a. Academic Intervention Program: students who are not meeting their academic and behavioral goals for year are identified. Parent conferences are held with AP, Dean and Parents. Students must show progress in their academic classes and in their behavior as evidenced by mid-marking period Progress Reports. If students demonstrate progress they may participate in activities such as clubs and other special activities rewarding their progress. Academic and Behavioral Expectations will be communicated to 8th grade students during Assemblies. Backpack Progress reports and use One Call system to alert parents that reports are forthcoming
- b. Personnel: Teachers, Dean, Guidance Counselors, Parent Coordinator, Assistant Principals, Principal, PTA, SLT
- c. Teachers will participate in this process by identifying students during bi-monthly Collaborative Grade Level Inquiry Team Meetings; Teachers will also meet regularly with Dean and Assistant Principals to collaborate on Progress Reports
- d. Designated by marking periods (4 marking periods) September 2012 – June 2013

Activity #2

- a. Assembly Program: Provide four themed Pep Rallies to recognize and promote personal growth, high achievement, social development and behavior modifications for 8th grade students.
- b. Personnel: Teachers, Principal, Assistant Principals, Dean, Parent Coordinator, Guidance Counselors, CBOs including Department of Health, Community Affairs Officers, Career Professionals, Alumni, High School Guidance Counselors
- c. Teachers participate in this process in collaboration with Assistant Principals and Dean in planning and facilitating Assembly Program
- d. Designated by marking periods (4 marking periods) September 2012 – June 2013

Activity #3

- a. Developing a Positive School Culture: in consultation with SLT and teachers, development of a Rubric of School Expectations that is posted. Student of the Month Wall for each grade level; Showcase Academic and Performing Arts Highlights on school website
- b. Resources/Personnel: Principal, Assistant Principals, Dean, Parent Coordinator, Teachers, PTA, SLT, technology coordinator, E-chalk website, School Aides, School Safety, Guidance Counselor
- c. During Faculty Conference, teachers, staff and administration will collaborate on Rubric of School Expectations that are posted. Student of the month recipients will be determined during Collaborative Grade Level Teacher Inquiry Meetings; Teachers will submit photos and short narratives for the website

highlighting academic and performing arts achievements
d. January 2013-June 2013

Strategies to increase parental involvement

- Parent use of Pupil Path to monitor student
- Parent Academy members will attend Parent Academy Workshops and turnkey information to Parent Community
- Parent Coordinator, Dean and Assistant Principals will have individualized ARIS conferences and Pupil Path training for targeted parents.
- Keep parents informed of school events and activities through E-chalk website, School Messenger notification system,; backpack school notices, newsletters, and monthly calendars.
- Provide interpretation services at all school wide events
- Provide translations for written materials

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Dean—TL fund
- Guidance Counselors—TL funds
- Translations—Title III Translation Services; TL Translation Services
- Parent Coordinator—TL Parent Coordinator
- E-chalk website—TL fund
- Supplies for Celebrations—TL fund; Title 1 STH for Non Title 1 Schools

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013 the score in the area of Engagement for Parents and Students on the Learning Environment Survey will increase by 5% (from 7.1 to 7.6 out of 10).

Comprehensive needs assessment

- From the Learning Environment Survey, we determined that parents would like more opportunities to be involved in their child's education and students would like more opportunities to keep them interested in school and celebrate their academic and social achievements.
- Agenda items discussed at School Leadership Team Meetings from September 2012- December 2012, indicate a need for more motivational activities for students and opportunities to celebrate students by parents

Instructional strategies/activities

Activity #1:

- a) Activity: The 80s Academic Club which would include students who achieve between an 80 & 89 overall average on their report card. Membership in this club will be recognition for their achievement. Celebrations of students in this club will include recognition at Academic Celebration Assemblies and PTA meetings; Certificates; Dress Up Days; Movie Afternoons and Luncheons.
- b) Personnel: Principal, Assistant Principals, Teachers, Guidance Counselors; Parent Coordinator PTA; NJHS, BETA
- c) Collaborate with teachers during bi-monthly Collaborative Inquiry Grade Meetings to recommend students for programs and monitor their progress
- d) Timeline: Designated by marking periods

Activity #2:

- a) Activity: Most Improved Student: recognition of students who show the most progress in overall average from one marking period to another. Students will qualify for this recognition by achieving an overall increase of 5% or better in their averages. Students will be recognized at Marking Period Assemblies and receive certificates. Celebrations of students in this club will include recognition at Academic Celebration Assemblies and PTA meetings; Certificates; Dress Up Days; Movie Afternoons and Luncheons.
- b) Key Personnel: Principal, Assistant Principals, Teachers, Guidance Counselors, Parent Coordinator
- c) Collaborate with teachers during bi-monthly Collaborative Inquiry Grade Meeting to recommend students for program and monitor their progress
- d) Timeline: Designated by marking periods

Activity #3

- a) Activity: Get It Together Club: recognition of students who demonstrate an improvement in conduct. Celebrations of students in this club will include recognition at Academic Celebration Assemblies; Certificates and PTA meetings; Dress Up Days; Movie Afternoons and Luncheons
- b) Personnel: Principal, Assistant Principals, Teachers, Guidance Counselors, Dean, Parent Coordinator
- c) Dean will collaborate with teachers during bi-monthly Collaborative Inquiry Grade Meetings to recommend students for program. Dean and Guidance Counselors will meet with students on a bi-monthly basis to monitor student conduct and to motivate students to maintain club membership
- d) Timeline: designated by marking periods

Strategies to increase parental involvement

- One Call message to Parents who receive award
- Parent Invitations to Academic Celebration Assemblies
- Translation of materials

- Post student names on bulletin boards on the 1st floor
- Award distributions at PTA meetings

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Dean—TL fund
- Guidance Counselors—TL funds
- Translations—Title III Translation Services; TL Translation Services
- Parent Coordinator—TL Parent Coordinator
- Supplies for Celebrations—TL fund; Title 1 STH for Non Title 1 Schools

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By 2013, students will be able to make claims and support them with evidence by completing 2 Common Core aligned writing units in Math, ELA, Science and Social Studies

Comprehensive needs assessment

- Review of School Progress Report 2011-2012 showed that students consistently did not meet state standards in the following areas: comprehending non-fiction texts, citing and using text evidence to ground their thinking and in Math demonstrating conceptual understanding, procedural skills, fluency and application
- Review of Common Core Bundles and Tasks from Common Core Pilot classrooms in 2011-2012 school year demonstrate need to focus on persuasive writing skills across content areas

Instructional strategies/activities

Activity #1

- a. All Math, ELA, Science and Social Studies teachers will implement two Common Core-aligned writing units that embed expectations for students to develop claims and to support claims using evidence from non-fiction texts and valid reasoning. Across subject areas and grades a minimum of 75% of students will improve at least one level on a common rubric in their use of evidence in their essays between the Fall and the Spring
- b. Resources/Personnel: Teachers, Principal, Assistant Principal, Instructional Leads, Instructional Cabinet; Common Core Pilot Staff Developers; CFN Network Staff developers; Common Core Library
- c. Teachers work collaboratively in Departments to develop two Common Core aligned writing units and tasks. Teacher collaboration occurs during bi-monthly Collaborative Teacher Department Team Meetings; monthly Department meetings and Per Session planning and scoring and analysis of student work. Teachers are supported during unit development and scoring by Administrators and Staff Developers
- d. Timeline: November 2012 – June 2013

Activity #2

- a) Activity: Professional Development for teachers on Effective Teaching Strategies aligned to NYC DOE Priority Competencies and NYC DOE Instructional Shifts. Effective implementation of strategies will be supported by frequent rounds of observations by administrators with written and verbal feedback. Impact of teaching strategies will be monitored by reviewing samples of student work aligned from the 2 Cycles of Common Core Units of Study across the Content Areas
- b) Resources: Administrators, Instructional Leads, Network Specialists, Common Core Pilot Staff Developers; CFN 112 Labsite Program; CFN 112 Instructional Rounds Program
- c) School wide Informal Observation Walkthrough with verbal debrief by administrators in order to identify areas for professional development. Teachers will be engaged in collaborative inquiry that track targeted students (Low, Medium, High level learners) to monitor student achievement in the areas of ELA and Math
- d) Time Frame: September 2012 – June 2013

Strategies to increase parental involvement

- Assistant Principal will host Parent Workshops on use of Pupil Path to monitor student progress in Content Area Classes
- Instructional Cabinet will host Parent Workshops on new format of New York State exams and Alignment to Common Core Standards
- Parent Academy members will attend Parent Academy Workshops on Assessments and turnkey information to Parent Community
- Parent Coordinator, Dean and Assistant Principals will have individualized ARIS conferences and Pupil Path training for targeted parents.
- Keep parents informed of school events and activities through E-chalk website, School Messenger notification system, Skedula/Pupil Path; backpack school notices, newsletters, and monthly calendars.
- Provide interpretation services at all school wide events
- Provide translations for written materials

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Collaborative Teacher Inquiry Team Planning—TL funds
- Data Inquiry Team—ARRA RTTT Data Specialist
- Instructional Cabinet—ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Instructional Leads-- ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Network 112 Professional Development—TL funds
- NYC DOE Common Core Pilot Labsite—ARRA RTTT Citywide Instructional Expectations; ARRA RTTT Common Core Lab
- Educational Supplies: TL NYSTL textbooks; TL NYSTL software; TL NYSTL hardware, TL NYSTL Library Books

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Grade 5-8 Extended Day Program using I-Ready	Small group Instruction Grade 5 20 students Grade 6 128 students Grade 7 99 students Grade 8 93 students	After school services
	Grade 5 and 6 Writing Electives	Whole—class delivery	During school day
	Peer Tutoring	Small group instruction	During school day
	Junior Tennis League Instruction	Small group instruction	After school services
	Intern Students from Boricua College for students with special needs	One-to-one tutoring	During school day
	Wilson’s Reading Program	Whole class and One-to-one	During school day
Mathematics	Grade 5-8 Extended Day Program using Triumph Learning Math System	Small group instruction Grade 5 20 students Grade 6 128 students Grade 7 99 students Grade 8 93 students	After school services
	Robotics club	Small group instruction	After school services
	Junior Tennis League	Small group instruction	After school services
	Mathematics Peer Tutoring	Small group instruction	During school day

	Program		
Science	iLearn online learning platform	Whole class, small group instruction	During school day
Social Studies	iLearn online learning platform	Whole class, small group instruction	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance sessions for students at-risk organized by Counselor and Dean	Small group and whole class	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Principal and Assistant 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 and Network and participate in city wide pilot program and pursue higher educational opportunities
- Review BEDS survey for accountability
- Work closely with college partners, such as Boricua College, for on-site internships to seek teaching recruits

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	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:

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							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

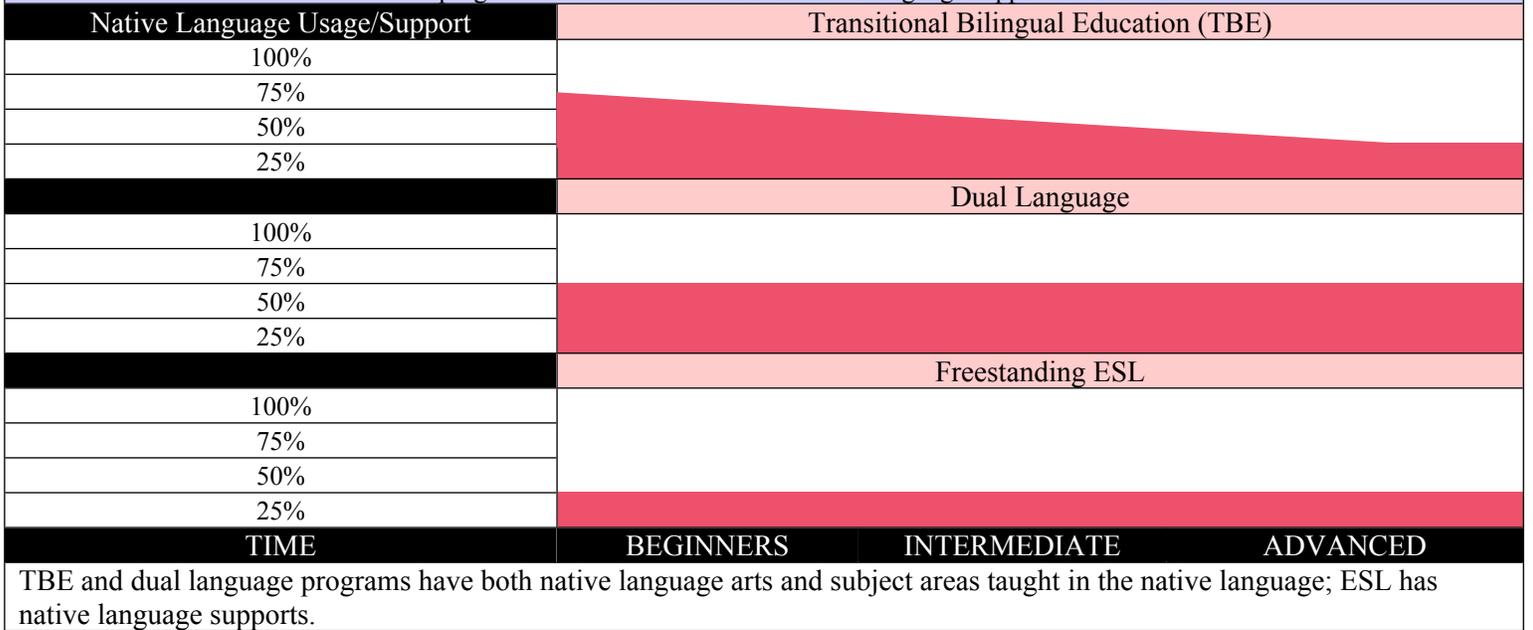
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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 students were required to receive ESL services. Therefore our plan for all our ELLs' 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.

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

<ol style="list-style-type: none"> 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

<ol style="list-style-type: none"> 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.
<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.</p>

E. Parental Involvement

<ol style="list-style-type: none"> 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?
<p>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.</p>

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

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

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

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

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 LAP and instructional focus must be modified. We ensure that there is quality instruction for every child, in every classroom, everyday, 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, midter, unit exams, final 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. This information is shared with the teachers during inquiry meetings.

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 2012 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

School Name: IS 383

School DBN: 32K383

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.