



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PHILIPPA SCHUYLER MIDDLE SCHOOL FOR THE GIFTED AND
TALENTED

DBN (i.e. 01M001): 32K383

Principal: JEANETTE SMITH

Principal Email: JSMITH16@SCHOOLS.NYC.GOV

Superintendent: LILLIAN DRUCK

Network Leader: KATHY PELLER

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jeanette Smith	*Principal or Designee	
Joyce Baldino	*UFT Chapter Leader or Designee	
V. Claudia Baldonado	*PA/PTA President or Designated Co-President	
Pearline Wright	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Keyon Armstead	Member/ Teacher	
Traci Peterson	Member/ Teacher	
Jinny Chung	Member/ Assistant Principal	
Sharon Dawkins Rodriguez	Member/ Parent	
Wendy Rodriguez	Member/ Parent	
Desmond Moulton	Member/ Parent	
Nicole Alford	Member/ Parent	
Tony Betaudier	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, number of students who are proficient (Level 3 and 4) on New York State ELA and Math exams will increase by 5%.

Comprehensive Needs Assessment

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

Analysis of NYS ELA exam results from 2012-2013 indicates a 30.6% decline in students who were proficient (Level 3 & 4). Average student proficiency declined from 3.20 to 2.97. Students in Special Education (combined Self Contained and Integrated Co-Teaching) had a 1.1% decline in proficiency on NYS ELA exam. NYS ELA exam item analysis revealed weaknesses in analysis of central idea or theme; citing textual evidence; understanding vocabulary in context and writing elaboration skills.

Analysis of NYS Math exam results from 2012-2013 indicates a 50.9% decline in students who were proficient (Level 3 & 4). Average student proficiency declined from 3.53 to 2.70. Students in Special Education (combined Self Contained and Integrated Co-Teaching) had 17.3% decline in proficiency on NYS Math exam. NYS Math exam item analysis revealed weaknesses in number sense; order of operations; geometry; understanding of academic vocabulary as related to content; and visual representations of mathematical concepts.

Instructional Strategies/Activities

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

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

1. Extended Day Program: mandated students in Grades 5-8 who scored Level 1 and Level 2 on NYS ELA and Math exams attend 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. This program will specifically target Special Education and students in Lowest Third.
2. Level 1 Test Prep program: Level 1 students attend before school/afterschool program to develop skills and strategies to achieve proficiency on NYS ELA and Math exams.
3. Departmentalize Special Education program and expansion of ICT program: Special Education teachers programmed to teach one content area in both self-contained and integrated collaborative teaching models. This allows teachers to deepen their curricular understanding and develop curriculum for Grades 6-8 in their content area. ICT classes in grades 6-8 to support students in the least restrictive environment. Special Education teachers in the ICT teacher teams work in the same content area grades 6-8.

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

1. Teacher teams will use Comprehensive Assessment of Reading Strategies Series books and assessments for Extended Day ELA Instruction. Teacher teams will use Comprehensive Assessment of Mathematics Strategies books and assessments for Extended Day Math Instruction. Administrators will supervise implementation of program and support teachers with assessment analysis and instructional development during Common Planning Time and Departmental Collaborative Teacher Inquiry Meetings. Guidance Counselor, Attendance Aide and Parent Coordinator will support program through Parent Outreach regarding student attendance and achievement in program. Students consistently attending program will receive attendance recognition certificates.
2. ELA and Math teachers will work with groups of 10 students or less targeting specific strategies identified on pre-assessment exams. This will be a blended learning program with students using i-Ready online program and teachers conferring with individual or small student groups. Administrators will support teachers by providing resources and support with curriculum implementation and development. Guidance Counselor and Parent Coordinator will support program through Parent Outreach regarding student attendance and achievement in program. Students consistently attending program will receive attendance recognition certificates.
3. Special Education teachers teach both Self-Contained content areas and are part of an ICT team in a content area; Content specific general education teachers; Assistant Principal for Special Education; Assistant Principals supervising each content area; IEP teacher; Part Time Special Education Guidance Counselor, SBST, Network Special Education Personnel

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

1. Administer Baseline assessment; analyze baseline results and first target skills with less than 50% proficiency; continue targeting skills until student achieves above

- 50% proficiency in initial skill and then begin targeting skills above 50% proficiency. Students are assessed at the end of each 50 minute session and instruction is adjusted. At the end of each unit, students are given a unit assessment to assess proficiency level of targeted skill. If students meets proficiency level target (above 50%) student will move to next skill unit.
- Pre-assessment administered in January; mid-program assessment first week of March and final assessment administered last week of March for ELA program. For Math, pre-assessment administered in January; mid-program assessment middle of March and final assessment middle of April. Students are assessed at conclusion of each support session to inform instruction for next session.
 - Principal and Assistant Principals observe Special Education teachers and ICT teacher teams and on a regular basis and provide feedback on their teaching and lesson plan development. Administrators and teachers meet on a weekly basis during Common Planning time and Collaborative Teacher Inquiry Team Meeting time to analyze student work and note areas of strengths and gaps and make revisions to curriculum. Student achievement is monitored via baseline assessments in content areas (Math baselines, ELA, SS, Science Measure of Student Learning assessments); ongoing monitoring of student performance via performance tasks for each unit of study and student portfolios.

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

- October 2013- June 2014
- January 2014- May 2014
- September 2013-2014

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

- Tuesdays and Wednesdays from 2:30 – 3:20 for a total of 100 minutes; Extended Day groups consist of 10 students per General Education Teacher and 5 students per Special Education teacher. ELA program will use Comprehensive Assessment of Reading Strategies Series books and assessments. Math program will use Comprehensive Assessment of Mathematics Strategies books and assessments.
- Before school sessions: Tuesdays, Wednesdays, and Thursdays from 7:30-8:10. Afterschool sessions: Fridays 2:30-4:00. Each tutoring group consists of 5 Level 1 students to 1 teacher. Students may attend all sessions or parents may choose session that best meets transportation/schedule needs. Level 1 students in both Math and ELA will be encouraged to attend both sessions and one session will target Math instruction and one session will target ELA instruction. Resources will include a blend of i-Ready online instructional materials and print resource materials
- Special Education teachers teach one content area, i.e. ELA, Social Studies, Science or Math to both Self-contained and ICT students. Special Education and General Education teachers comprising ICT team have daily Common Planning Periods to develop and refine unit plans and lesson plans that target specific student needs. Assistant Principals and Guidance Counselors meet with teachers during Common Planning Periods.

Strategies to Increase Parental Involvement

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

- Extended Parent Teacher Conferences for Parents/Guardians of Level 1 and Level 2 students
- Assistant Principal facilitate workshops on use of Pupil Path to monitor student progress in Content Area Classes
- Parent Coordinator, Assistant Principals, Guidance Counselors will have individualized ARIS conferences for targeted students and families
- Keep parents informed of school events through www.philippaschuyler383.org; School Messenger notification system; Pupil Path and backpacked school notices
- Provide interpretation services at all school wide events
- Provide translations for written materials

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, students will increase their growth percentile by 5 points on the NYS ELA exam (from 63 to 68) and 5 points on the NYS Math exam (53 to 58) by June 2014.

Comprehensive Needs Assessment

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

According to the 2012-2013 School Progress Report, our school received a C in student progress. A 14.5 point gain was made from the 2011-2012 School Progress Report resulting in a C from an F in this area. Students in Lowest Third Citywide and Black and Hispanic Males in Lowest Third Citywide made gains in area of Progress. Following strategies are in place to continue upward trend in student progress.

Instructional Strategies/Activities

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

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

1. Using Growth Percentile data aggregated from NYS ELA and Math exams, identify 15 students with the Lowest Gains and Highest gains on each grade level. Focus of work with "Smallest Gains" group will be increasing progress and focus of work with "Largest Gains" group will be maintaining progress by increasing rigor of class assignments. Data will be shared with teacher teams during departmental and grade level Common Planning meetings and Collaborative Teacher Inquiry Team meetings. Teacher teams will review data and develop action plans for students. Action plans will include targeted skill areas. Teachers will track student progress in skill areas by collecting and analyzing student work from each unit of study and performance task. Work collected will be housed in student classroom portfolios. Based on analysis trends will be identified and instruction adjusted.
2. Professional development for teachers on strategies to increase rigor in daily classroom instruction in order to prepare students to make progress on Common Core Aligned State Exams. Professional Development for teachers will be aligned to Danielson Framework for Teaching Competency 3b Questioning and Discussion Techniques and 3d Assessment and aligned to Common Core Pilot Instructional Practice Tool focusing on implementing Common Core Instructional Shifts.

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

1. Content Area teachers; Administrators including Principal and Departmental/Grade Level Supervising Assistant Principals; Data Specialist; Network Point Person; Network Achievement Coaches.
2. Content Area teachers; Administrators including Principal and Departmental/Grade Level Supervising Assistant Principals; Network Talent Coach; Network Point Person; Network Achievement Coach; Common Core Pilot Staff Developer

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

1. Baseline assessments administered and analyzed in comparison with NYS ELA and Math exam data; Baseline data will be used to measure progress in following performance assessments for each unit of study; analysis of student performance assessments for each unit of study to determine if progress is made in targeted skill areas. If progress is made, students will work on increasing progress in new targeted skill area; if no evidence of progress is made skill is re-taught until student demonstrates progress towards meeting proficiency.
2. School wide informal observation walkthrough to identify areas for professional development. Professional development differentiated based on teacher need and delivered via one on one conversations, modelling and co-teaching; departmental meetings; Faculty conferences. After Professional Development session, follow up walkthrough within two weeks to look for evidence of implementation of strategies. Walkthroughs and feedback will be conducted by Administrators, teachers; Common Core Pilot and Network Personnel. Cycle of professional development, feedback and observation will be repeated throughout school year.

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

1. September 2013- June 2014
2. September 2013-June 2014

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

1. Each grade level team receives data identifying 15 students with Lowest and Highest gains on Math and ELA exams. Data Specialist will provide data and analysis to teacher teams. Teacher teams will meet during 45 minute Common Planning time on a daily basis; additional time for teacher meeting is also provided on Thursdays for 50 minutes.
2. School personnel will attend Common Core Pilot Workshop on using Instructional Practice Guide Tool. Personnel attending workshop will turnkey information at departmental meetings. At follow up Common Core Pilot school visits, teachers, administrators, Network Personnel and Common Core Pilot personnel will practice using guides to align instructional practice with Common Core Instructional Shifts. All teachers in a department will have the opportunity to visit classrooms and use IPG tool. Based on feedback, subsequent professional development sessions will be planned and facilitated based on trends observed using IPG tools.

Strategies to Increase Parental Involvement

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

- Workshops for Parents on understanding Common Core State Assessments and the skills necessary to meet proficiency levels and make progress
- Assistant Principal facilitate workshops on use of Pupil Path to monitor student progress in Content Area Classes
- Parent Coordinator, Assistant Principals, Guidance Counselors will have individualized ARIS conferences for targeted students and families
- Keep parents informed of school events through www.philippaschuyler383.org; School Messenger notification system; Pupil Path and backpacked school notices
- Provide interpretation services at all school wide events
- Provide translations for written materials

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, overall student attendance will increase 3% from 95.5% to 98%.

Comprehensive Needs Assessment

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

According to the 2012-13 School Progress Report, our school attendance is below the median quartile as compared to our peer schools. We achieved only 2.24 out of a possible 5 points.

Instructional Strategies/Activities

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

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

1. Raise attendance awareness school wide and provide incentives for official classes to improve attendance.
2. Use Grade Level meetings to identify students with less than 90% attendance or chronic lateness
3. Ensure a safe learning environment with zero tolerance for bullying

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

1. Administrators, Parent Coordinator, Pupil Accounting Secretary, Official class teachers, Guidance Counselors, Attendance Aide
2. Grade level teachers, Parent Coordinator, Administrators, Guidance Counselors, Pupil Accounting Secretary, Attendance Aide
3. Assistant Principal of Safety and Security; Administrators, Guidance Counselors, Teachers, School Safety Agents, Parent Coordinator

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

1. Monitor school wide and official class attendance by grade level on a weekly basis in comparison to school wide goal of 98% and post/announce attendance results. Classes with the highest attendance rate for the month will receive recognition
2. On a weekly basis during Grade Level common planning time, teachers review attendance data and monitor attendance patterns and make referrals to Grade Level Administrators and Guidance Counselors. Referrals are revisited and monitored to ensure improved attendance
3. Monitor referrals for bullying and compare them to attendance rates for individual students. Work to reduce number of bullying referrals on an ongoing basis

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

1. January 2014 – June 2014
2. September 2013- June 2014

3. October 2013 – June 2014

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

1. Raise attendance awareness school wide by placing monthly attendance rate information on main entrance bulletin board. Monthly school wide attendance will be compared to school of 98%. Display school wide attendance rate as well as the attendance rate for each grade level on a graph. Provide special recognition for official classes with 100% attendance daily. Incorporate attendance information in morning announcements: school wide attendance rate, official classes with 100% attendance and students with 100% attendance. Individual students and classes who demonstrate commitment to make attendance a priority will receive recognition such at school assemblies; invitation to special activities and free entrance to PTA sponsored events such as movie nights.
2. Pupil Personnel secretary provides attendance data to Grade Level Teams. Grade Level teams compare data to their own attendance records and identify attendance patterns. Teachers, Guidance Counselors and Administrators propose action plan for individual student and make student and family outreach. Action plans for identified students are revisited on a weekly or as need basis until attendance improves.
3. Conduct assemblies for students and offer information workshops to parents and staff members on the effects of bullying on school attendance.

Strategies to Increase Parental Involvement

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

- Workshops for families on bullying
- Invite parents to attend assemblies when their children are recognized for attendance achievements
- Include attendance reports at monthly PTA and SLT meetings
- Encourage parents to check their child's daily attendance on Pupil Path
- Keep parents informed of school events through www.philippaschuyler383.org; School Messenger notification system; Pupil Path and backpacked school notices
- Provide interpretation services at all school wide events
- Provide translations for written materials

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014 the score in the area of Engagement for Parents and Students on the Learning Environment Survey will increase by 5% (from 7.6 to 8.1 out of 10)

Comprehensive Needs Assessment

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

Analysis of LES in area of Engagement 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.

Analysis of LES in area of Engagement revealed that parents would like more workshops focusing on preparing students for high school, college, and career

Instructional Strategies/Activities

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

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

1. Organize High School and College tours for seventh and eighth grade students

2. Increase celebrations of academic and social achievement through “Most Improved Student” recognition and “Get It Together Club”
B. Key personnel and other resources used to implement each strategy/activity
1. Guidance Counselors, Administrators, Teachers, Parent Coordinator 2. Teachers, Guidance Counselors, Administrators, Parent Coordinator
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Survey seventh and eighth grade students on their high school choices and career interests. Based on survey results, organize trips to high school and colleges and encourage students and parents to attend trips. Students write reflections on their high school and college visits as part of their ELA curriculum. Survey students on the impact the visits had their high school application choices and/or their areas of interest for study in college. 2. Most Improved Student: recognize students who show the most progress in overall average from one marking period to another. Get It Together Club: recognize students who show the most improvement in conduct from one marking period to another. Teachers will also recommend students for program to receive close monitoring of conduct and weekly incentives for positive conduct reports
D. Timeline for implementation and completion including start and end dates
1. September 2013 –June 2014 2. October 2013- June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Seventh grade students receive information about high school applications and choices in Fall 2013. Based on this information, students take high school interest survey. Survey results determine which high schools students will visit. After high school visits students will write reflections and/or prepare presentations about their high school of interest for peers or fifth/sixth grade students. Eighth graders will also revisit high school information as well as receive information about college. High school and college interest surveys administered. Tours organized and arranged with high schools and local colleges including branches of CUNY, NYU, LIU, Columbia, Fordham, Hofstra, University of Massachusettes. After tours students will write reflections and/or prepare presentations about their experiences to seventh grade students. 2. 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 will also include recognition at PTA meetings and receive incentives such as Dress Up Days, Movie afternoons and luncheons. Get It Together Club recognizes students who demonstrate an improvement in conduct. Assistant Principal of Safety and Security will collaborate with teachers during bi-monthly Collaborative Teacher Inquiry Grade Meetings to recommend students for program. AP Safety and Security and Guidance Counselors will meet with students on a on weekly basis to monitor conduct and motivate students to maintain club membership. Students will be recognized and receive certificates and incentives to continue membership.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Workshops for Seventh and Eighth grade families on High School Articulation • Workshops for families on Common Core Curriculum and College and Career Readiness • One Call message to Families of students who receive award • 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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

By 2014, multiple entry points incorporated every lesson so all students have access to strategies to meet proficiency in common core aligned curriculum. Proficiency will be demonstrated by a 5% increase in ELA and Math proficiency on NYS exams .

Comprehensive Needs Assessment

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

According to 2012-2013 Quality Review, school needs to work on consistently providing multiple entry points in lessons to engage all learners.

Analysis of 2012-2013 School Progress Report shows that average ELA proficiency levels for students is 2.97 and average Math proficiency level is 2.70.

Instructional Strategies/Activities

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

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

1. Frequent Cycles Evaluative and Non-Evaluative Observations focusing on Effective Teaching Strategies aligned to Danielson Rubric 2013 and CIE Instructional Focus Multiple Entry Points.
2. Professional development for teachers on strategies to increase rigor in daily classroom instruction in order to prepare students to make progress on Common Core Aligned State Exams. Professional Development for teachers will be aligned to Danielson Framework for Teaching Competency 3b Questioning and Discussion Techniques and 3d Assessment and aligned to Common Core Pilot Instructional Practice Tool focusing on implementing Common Core Instructional Shifts

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

1. Administrators; Teachers; Network Point Person; Network Achievement Coaches; Network Talent Coach; Common Core Pilot Liaison
2. Administrators; Teachers; Network Point Person; Network Achievement Coaches; Network Talent Coach; Common Core Pilot Liaison; Literacy Design Collaborative Staff Developer

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

1. Increase in use of Multiple Entry Points in lessons throughout the school year; Movement in Ratings on Danielson Rubric from beginning of year to end of year; Impact of teaching strategies will be monitored by reviewing samples of student work aligned from 2 Cycles of Common Core Units of Study across Content Areas.
2. Impact of teaching strategies will be monitored by reviewing samples of student work aligned from 2 Cycles of Common Core Units of Study across Content Area; Movement in Ratings on Danielson Rubric from beginning to end of year

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

1. September 2013-June 2014
2. September 2013-June 2014

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

1. Effective implementation of strategies will be supported by frequent rounds of observations by administrators with written and verbal feedback. Administrators will conduct monthly non-evaluative walkthroughs (Instructional Rounds) including teams of teachers with a focus on Multiple Entry Points. Using the Danielson Rubric and Common Core IPG tool, feedback will be given and professional development planned. At subsequent monthly walkthroughs, observers will look for evidence of implementation of recommendations and feedback. Additionally, administrators will conduct evaluative cycles of observation with written and verbal feedback using the ADVANCE system.
2. All teachers will receive Professional development sessions from Administrators, Network Achievement Coaches, Network Talent Coaches. Professional development will be delivered during one on one meetings; Common Planning Time; Departmental Meetings; Weekly Collaborative Teacher Inquiry Meetings. Social Studies and Science teachers will receive Professional development sessions from Literacy Design Collaborative during 4 visits throughout the school year. Focus of this work will be using LDC task templates to align formative and summative assessments with Common Core Standards.

Strategies to Increase Parental Involvement

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

- Workshops for Parents on understanding Common Core State Assessments and the skills necessary to meet proficiency levels and make progress

- Keep parents informed of school events through www.philippaschuyler383.org; School Messenger notification system; Pupil Path and backpacked school notices
- Provide interpretation services at all school wide events
- Provide translations for written materials

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Grade 5-8 Extended Day Stars and Cars Junior Tennis League Wilson Reading Program Peer Tutoring AIS Small Services Level I Test Prep	Small group instructions Grade 5 12 students Grade 6 55 students Grade 7 95 students Grade 8 93 students Special Ed 18 students Small group instruction Whole class delivery Small group Small group instruction Code X Curriculum English Language Arts	After school services After school services During the day During the day During the day Tues, Wednesday, Thursday, Friday
Mathematics	Grade 5-8 Extended Day Stars and Cars I-Learning online learning platform Peer Tutoring Level I Test Prep	Small group instruction Grade 5 12 students Grade 6 55 students Grade 7 95 students Grade 8 93 students Special Ed 18 students Whole class, small group instruction Small group instruction Math.	After school services During school day During the day Tues. Wednesday Thursday Friday
Science	Arthur Ashe Health Science Institute	5 week cycle Fall and Spring 6, 7,8	During the day
Social Studies	I-Learn On Line Learning Platform	5 Week cycle Fall and Spring 6, 7, 8	During the 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 instruction	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Principal and Assistant Principals regularly attend hiring fairs to identify and recruit Highly Qualified Teachers • The Payroll secretary will work closely with the Network HR point to ensure that non-HQT meet all required documentation and certification deadlines • Partner with New Teacher Center to train 2 Mentor teachers to work with newly hired teachers • 2 Mentor teachers meet with new teachers to observe and give feedback for a total of 6 hours per month for each teacher • New Teacher Meetings facilitated by Principal, Assistant Principals and Mentor teachers • Teachers are encouraged to take leadership roles within the school and Network to pursue higher educational opportunities • Work closely with college partners such as Brooklyn College for on-site internships and student teachers to seek teaching recruits

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Monthly Faculty Conferences focusing on Improving Questioning and Discussion Techniques (Danielson 3b) and Assessment (Danielson 3d) led by Principal and Network Achievement Coaches. Target: Teachers, paraprofessionals, staff • Monthly Departmental Meeting focusing on Lesson Planning and Curriculum Development (Danielson Domain 1 and Citywide Instructional Expectations "Multiple Entry Points". Led by Departmental Assistant Principals. Target: teachers, paraprofessionals • Monthly Instructional walkthroughs focusing on Danielson 3b and 3d and CIE Multiple Entry Points with feedback led by Administrators. Target: Teachers, paraprofessionals • Instructional Rounds with teacher identified Problems of Practice led by teachers and administrators. Target: teachers, paraprofessionals. Rounds occur bi-monthly • Common Core Pilot with focus on developing Common Core Instructional Shifts (using Danielson Rubric and IPG toll) led by Common Core Pilot Liaison and Network Achievement Coach. Target: administrators, teachers. 4 on-site visits with 3 out of building Professional Development sessions for Administrators and 1 Math and 1 ELA teacher • Ongoing Integrated Co-Teaching Professional Development focusing on developing effective led by Special Education Assistant Principal and Network Special Education Point Person. Target: ICT teacher teams and paraprofessionals. • Literacy Design Collaborative workshops focusing on developing Assessments in Social Studies and Science that align with Common Core Standards. Led by LDC staff developer, Eleanor Dougherty. Target: administrators, teachers. 6 site visits during school year • Algebra 1 Common Core Pilot focusing on aligning curriculum with State Standards to prepare 8th graders for new Algebra 1 Common Core Regents. Led by Network and DOE Achievement coach. Target: Math AP and 8th grade Math teachers • Monthly Guidance Counselor meetings led by Network Personnel • Monthly Parent Coordinator meetings led by Network Personnel • Network Labsite Program for identified teachers focusing on Danielson 3a, 3b, 3c and 3d. Spring 2014 • Network Assistant Principal Meetings. • Network Principal Meetings • Teacher Effectiveness On-site Professional Development for Principal and Assistant Principals on Teacher Evaluation.

3 on-site visits

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

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

Coordination of funding of is used to provide access to Common Core Curriculum to enable all students in the school to achieve proficiency levels and make year to year progress. Coordination of funding provides for Highly Qualified Teachers in classrooms. Funds are coordinated and used to support learners not meeting proficiency levels by providing Extended Day Learning Opportunities; before and after school tutoring programs; providing high quality professional development to enable all students to meet Common Core State Standards; providing personnel such as guidance counselors and administrators to meet the socio-emotional as well as academic needs of students; opportunities for parents to participate in school activities to learn how to support their students;

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers and Administrators collaborated on the School Local Measures Committee. Teachers volunteered to serve on the committee. Committee members received training on ADVANCE system July 2013. Committee met 3 times during the summer to choose the assessments for the school year. September – October 2013, teachers received professional development on administering and scoring assessments. Analyzing results of assessments and adjusting curriculum based on assessments is ongoing professional development

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

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., Common Core Curriculum; Common Core Assessments; College and Career Readiness; 7th and 8th grade High School Articulation Workshops; use of technology; use of ARIS and Pupil Path Systems
- 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; training will take place during Extended Parent Teacher Conferences for Level 1 and Level 2 students and trainings on ARIS and Pupil Path Systems; College and Career Readiness and Common Core Curriculum and Assessment workshops
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress and attendance including workshops and trainings on use of ARIS, Pupil Path Systems and workshops to support socio-emotional student development including workshops on bullying and bullying prevention. Parents will also participate in assemblies and programs that recognize student achievement in academics and attendance.
- providing assistance to parents in understanding City, State and Federal standards and assessments provided at workshops on Common Core Assessments and Title 1 Parent Meetings
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Information is shared via written notification backpacked; One Call notifications via phone, email and text messages, school website www.philippaschuyler383.org. Notifications are translated.
- 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; Parent representatives engage in planning during monthly School Leadership Teams with updates provided at School Leadership Team meetings
- 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; Discussions held during Title 1 Parent

Meetings and SLT meetings

- 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: Common Core Curriculum and Assessments; parenting skills, accessing community and support services; and technology training to build parents' capacity to help their children at home specifically with training on ARIS and Pupil Path systems;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- providing parents current information regarding their student progress and performance via Pupil Path system and/or parent teacher meetings or phone calls throughout the school year
- 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; Extended Parent Teacher Conferences for Level 1 and Level 2 students; Common Core Parent Workshops and others.

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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 383
School Name Philippa Schuyler		

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

Principal Jeanette Smith	Assistant Principal Gail Irizarry
Coach n/a	Coach n/a
ESL Teacher Nelida Rosa	Guidance Counselor Wendy Freire
Teacher/Subject Area Nicole Deleon/ELA	Parent type here
Teacher/Subject Area April Julian/IEP Teacher	Parent Coordinator David Grady
Related Service Provider Glen Mancher	Other n/a
Network Leader(Only if working with the LAP team)	Other n/a

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers currently teaching in a bilingual program <u>not</u>	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	910	Total number of ELLs	6	ELLs as share of total student population (%)	0.66%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1	0	0	3	0	1	2	0	2	6
Total	1	0	0	3	0	1	2	0	2	6

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**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
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						1	1	2						4
Chinese														0
Russian														0
Bengali							1							1
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	1	3	2	0	0	0	0	0	6

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								2						2

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
Advanced (A)						1	2							3
Total	0	0	0	0	0	1	3	2	0	0	0	0	0	6

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

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

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	1								1
6	3								3
7									0
8									0
NYSAA Bilingual (SWD)					1		1		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
n/a
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All our ELLs were administered the LAB-R in elementary school. The data collected then, informed school officials that the students were entitled are to receive services. Our current NYSESLAT reveals that we have 3 special needs students: two are at the beginners level and of English language proficiency and one is intermediate. We have three general education students at the advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Low performance in the reading and writing components of the NYSESLAT implies that our LAP and instructional focus must be modified. Our instructional focus this year is to incorporate multiple entry points into our teaching practice so all students have access to strategies to meet proficiency in common core aligned curriculum. 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 instruction 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 common core proficiency in reading and writing in all content areas.
4. For each program, answer the following:
 - a. 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?a. n/a
b. The ESL teacher will be assessing ELL progress via Harcourt Brace ELL Interim Periodic Assessment; from last year and this current year, once it's administered . The data gathered will be communicated to subject area teachers.
c. The data predicts the growth of language proficiency in the areas of reading, writing and listening.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
During the instructional planning teachers include a component in their plans to differentiate and implement scaffolding strategies to build studnets' English language skills. NYSESLAT data is shared and analyzed by teachers in the content area along with our ESL specialist to assure that our ELLs receive the support they need according to their English language proficiencies. All content area teachers servicing our ELLs have been given a copy of CCSS and ELLs reference guide by Estee Lopez, Ed. D. which provides them with assistance in teaching and learning decisions for ELLs. Other data and reports used are, ELL Periodic Assessments, ARIS-ELL Data Reports, ATS and past and present reports.
7. 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?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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 2014 NYSESLAT results.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At enrollment, a trained pedagogue, Mrs. Rosa, ESL Educator, administers a Home Language Identification Survey (HLIS)-translated in parent's home language to determine what language is spoken at the home. Parents will also be formally interviewed in their home language. If the pedagogue is unable to communicate in parent's home language, the NYC Department of Education's Translations Unit will provide the translations services. If it is determined, after reviewing the HLIS, that another language other than English is spoken at the home, the LAB-R/NYSITELL will be administered, by Mrs. Rosa, to determine eligibility for state mandated ELL services.
In the event that students score below the language proficiency level in the LAB-R/NYSITELL parents will be notified and invited to attend an orientation where they will be informed of program choices. They will also complete a program selection form. The ELPC screen on ATS will be completed within 20 days of enrollment. This will include, parent choice, LAB-R data and program placement. If we cannot provide the program of their choice, they will be given a transfer option to another school with such a program. Once parents select a program offered at our school they will receive an entitlement placement letter. Students who score at or above proficiency on the NYSITELL will receive a non-entitlement letter.
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.
Mrs. Irizarry, A.P. will provide parents with translated information (oral, DVD and brochures) regarding the three programs offered in the NYC public schools. The three programs available are Transitional Bilingual, Dual Language and Free-Standing ESL. These services are provided within 10 days of initial documentation. Parents of students in Bilingual/Dual language programs can opt-out of these programs at the end of the school year., but most continue to receive mandated ESL services until they score at proficiency level in the NYSESLAT. In addition, parents can meet with Mrs. Irizarry to further discuss value of programs. Although these programs are not available in our school, if we have enough parental interest, there is a possibility of these programs to be made available in our school. Mrs. Irizarry and parent coordinator will then contact interested families.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
All forms; Parent Survey, Program Selection Form and Notification of Entitlement to ELL services are mailed home. When returned, they are placed in students' cumulative records. Copies of these forms are kept on file in Mrs. Irizarry's office. Parent communication is essential and ongoing. One-on-one meetings are arranged, as well as phone conversations. Parent meetings and notifications will be made in their home language. If forms are not returned, the default program for ELLs is Transitional Bilingual Education.
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.
Program selection letters are reviewed and students placed in the selected program. Parents are sent a placement letter. Copies are placed in students' cumulative records. Consultations and communication is always provided in parent's native language. Program choice is updated in ATS on the ELPC screen within 20 days of selection.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The RLER and RLAT reports in ATS are used to determine who is eligible to take the NYSESLAT. All four subtests are ordered

by Mrs. Irizarry, A.P. and administered by Mrs. Irizarry and other pedagogues within the timeframe provide by the Assessment Office

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Our school currently does not provide TBL-Dual Language Programs. Parents are informed in the initial enrollment process. Parents are also informed that they have the choice to have their child transferred to a school that offers TBL-Dual Language Programs. The trend in our school has been for a free- standing ESL pull-out program, as per parental choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
We are currently using a free standing pull- out program to service our six ELLs. Due to the different grade levels , we group the students heterogenously(mixed proficiency levels).
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)?
Ms. Rosa, the ESL teacher provides the mandated number instructional minutes, per student. Beginning and intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL instruction per week. We do not have TBE/Dual Language Programs to provide NLA instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches

and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Ms. Rosa collaborates with content area teachers resulting in ESL lesson plans that are content driven infused with ESL strategies. ESL services are provided using scaffolding strategies in the content areas. ESL teacher and content area teachers meet and review materials. Academic vocabulary, language functions, language mechanics, grammar usage, etc. are analyzed to foster language development and thus make content comprehensible in order to meet the demand of CCSS and ESL standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
At this time we do not have bilingual programs that mandate native language evaluations throughout the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that all our ELLs are properly evaluated in all four modalities by collaboratively planning teacher assessment and by utilizing the ELL Periodic Assessment. All four language modalities are continuously being evaluated informally and formally. Students are given the opportunity to speak, listen, read and write in ESL lessons. ESL teacher keeps samples of student's work in their work folders which indicate their progress in all four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - a. We currently do not have any SIFE students enrolled in our program.
 - b. We differentiate by grouping students according to their ability during classroom instruction. In addition, the materials used for the lessons are differentiated according to proficiency level (text complexity) in their modality.
 - c. We differentiate by grouping students according to their ability during classroom instruction. In addition, the materials used for the lessons are differentiated according to proficiency level (text complexity) in their modality.
 - d. We differentiate by grouping students according to their ability during classroom instruction. In addition, the materials used for the lessons are differentiated according to proficiency level (text complexity) in their modality.
 - e. Instruction for former ELLs is differentiated by permitting students to use bilingual dictionaries and glossaries as support. In addition, students are provided with extended time during testing.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
This year we are utilizing the Scholastic literacy program: Code X. This program uses engaging concepts and central questions to develop students endurance in learning.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The ESL, SPED teachers and school base support team meet monthly to discuss academic progress of ELLs and make the necessary modifications, when needed, in order to help attain the students' IEP goals.

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:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0

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

Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Intervention programs include an extended day program for students every Tuesday and Wednesday after school. The teachers assigned to work with our students are aware of their ELA, math and NYSESLAT scores. Our students have scored level 1 and 2 in state exams. The teachers then differentiate the instruction to meet the needs of students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our after school provides students opportunities to work in a small group setting (5-10 students). The students are assessed with a pretest. The findings of the pretest determine the skills to be developed. Ongoing assesment takes place until students master the skill. We utilize Pupilpath to track student progress in the content area and ARIS to track student progress in state and periodic assessments. Our data thus far indicates that students are making academic progress. Our current program is infusing both language and content objectives to meet the rigor of the CCSS in all areas.

11. What new programs or improvements will be considered for the upcoming school year?

We have scheduled a literacy after school program for March that will focus on common core skills (reading and writing in literacy) and mathematics. This program is intended to provide our ELLs with a small group setting to reinforce the test skills needed for the state exams scheduled for April.

12. What programs/services for ELLs will be discontinued and why?

n/a

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are invited to enroll in our enrichment programs offered at our school such as: the Chess Team, Basketball Team, Flag Football Team, Double -Dutch Club, Robotics, Kaplan Program and the New York Jr. Tennis Program. Parents receive notification of these opportunities in their native language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All ELLs are using the Scholastic Code X and Connected Math 3 curriculum for English and math instruction. In addition, instructional subject areas are supported by Smartboards and some of our ELLs participate in the iZone program which is a computer based program which supports literacy and mathematics.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language supported in our ESL program by the reinforcement of cognates and vocabulary development.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Literacy materials are all organized by leveled readers.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students meet with Ms. Freire, the guidance counselor, who oversees their transition to our middle school. Ms. Freire joins students in assembly programs and monitors students during lunch to make sure they are acclomating. At this time we do not offer any enrichment summer programs for any of our studnets other than mandatory sumemmr school for students who are potential holdovers.

18. What language electives are offered to ELLs?

All students in grade 7 may take French or Spanish as a language elective.

19. For schools with dual language programs:

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

n/a

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 therapist and parent coordinators. The topics that will be covered include best classroom practices, using ESL strategies across the curriculum, aligning the common core and ESL, Performance Assessment and Standardized Rubrics and Progress Reporting to Parents. These sessions will be held on Election Day and Chancellor's Professional development day. OELL web page also offers ongoing PD opportunities throughout the school year. For example, Stanford University offers a free online course and resources (Understanding Language Team). Teachers will be advised to register for these courses in order to satisfy the 7.5 hours of required 7.5 hours ESL professional development. Attendance sheets will be kept as documentation of attendance.

D. Parental Involvement

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

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 common core curriculum, strategies for language acquisition and Skedula 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 the monthly PTA meetings, parents are asked about their interests for future meetings and when necessary, translators are recruited to assist us with the parents.

E. Additional Information

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

There is no additional information at this time.

Part VI: LAP Assurances

School Name: I.S. 383

School DBN: 32k383

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanette Smith	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
Carol Lonnie	Parent		1/1/01
Nicole DeLeon	Teacher/Subject Area		1/1/01
April Julian	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Wendy Freire	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Glen Mancher	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32k383 School Name: JHS 383

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 2013 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. Our data indicates that we have 11 Bengali, 5 Arabic, 17 Chinese and 163 Spanish speaking families. Our pupil accounting secretary reviews the emergency contact cards returned by parents in September and updates the Principal of parent's preference for communication from the school.

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.

During 2013-2014, there will be a need for written translations and oral interpretations in the following languages: Spanish, Bengali Chinese and Arabic. Our staff was informed of these needs at our first faculty conference in September and the PTA leadership was informed of this data at the first School Leadership Team meeting.

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
- Provide ongoing communication by way of notices and parent newsletters
- PTA minutes

Teachers are required to submit school letters to be translated to Mrs. Irizarry, A.P. Letters to be translated in Spanish will be translated-in house. All other translations will be emailed to the office of translations. Once the letters are translated, students will receive the letter in their parent's native language.

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.

We use staff members for oral translations, as well as the over-the phone interpretation services. Oral translator will present at:

- all parent-teacher conferences
- PTA meetings
- parent workshops
- family guidance sessions and workshops
- family activities
- conduct high school articulation parent conferences

Providing oral interpreters will allow us to communicate effectively with all the families of our school community. Oral translation services will come from in-house staff and outside contractors.

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, Chinese and Arabic. We will utilize services offered by the Office of Translation to translate documents in the above named languages. In addition, we will utilize our Title III and Title I translation and interpretation funds to provide in-person interpretation services, to purchase services and to cover printing costs. We will also maintain a log to track expenditures and attendance sheets as per the Chancellor's Regulations A-663.