

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

32K383

School Name:

PHILIPPA SCHUYLER MIDDLE SCHOOL FOR THE GIFTED AND TALENTED

Principal:

JEANETTE SMITH

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 32K383
School Type: Middle School Grades Served: 5-8
School Address: 1300 Greene Avenue
Phone Number: 718-574-0390 Fax: 718-574-1366
School Contact Person: Jeanette Smith Email Address: Jsmith16@schools.nyc.gov
Principal: Jeanette Smith
UFT Chapter Leader: Joyce Baldino
Parents' Association President: Dr. V. Claudia Baldonado
SLT Chairperson: Wendy Rodriguez
Student Representative(s): _____

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue Brooklyn, NY 11221
Superintendent's Email Address: Ldruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1245

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeanette Smith	*Principal or Designee	
Joyce Baldino	*UFT Chapter Leader or Designee	
V. Claudia Baldonado	*PA/PTA President or Designated Co-President	
Carmen Lopez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Lawton	Assistant Principal	
Kenya Pettaway	Teacher	
Charles Lalane	Teacher	
Alicia Mejia	Parent	
Edward Odom	Parent	
Augusta Akinyemi	Parent	
Wendy Rodriguez	Parent	
Wendy Gilgeous	Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Philippa Schuyler Middle School for the Gifted and Talented located in Bushwick, Brooklyn District 32 serves 920 students in grades 5-8. We are a screened borough-wide middle school choice school resulting in a diverse student body from a wide variety of school districts across Brooklyn and Queens. We serve general education; special education (self contained, ICT, SETSS) and English Language Learner students. As a school community, we recognize and celebrate our diversity through: a curriculum that is challenging and encourages students to consider multiple perspectives; a robust elective program that invites curiosity and encourages exploration; special programs and performances held throughout the school year that celebrate diversity and recognize academic achievement. Our mission statement (which follows) demonstrates our belief in a strong academic and performing arts program:

The Philippa Schuyler Middle School for the Gifted and Talented is dedicated to providing a rigorous instructional program that challenges students to set goals and to take responsibility for their learning. We believe that student achievement is predicated on high standards, a clearly defined and rigorous curriculum and a strong home-school connection. We believe that all students possess natural gifts and talents that enhance their intellectual capabilities. We want our students to be lifelong learners and achievers. We educate our students to become leaders, problem solvers and critical thinkers. Our school is built upon years of visionary leadership, a dedicated teaching staff and strong parental involvement. Our students excel because of the vision, dedication and support. Our motto, "To Whom Much is Given, Much is Required", is the basis for our beliefs and our achievements.

To enhance our Mission Statement and School motto, the school developed a theme for the school year to guide its progress towards achieving its goals. The theme is Curiosity, Consistency and Celebration. Our school strengths build on the foundation of this theme and our needs are focused on developing a school community of learners that is Curious, Consistent and Celebrates its achievements.

Our school's strengths are many. First, we offer Regents classes in Living Environment, Earth Science and Common Core Integrated Algebra and honors classes in Math and ELA grades 6-8; grade 7 & 8 students enroll in either two years of French or Spanish resulting in students taking the Proficiency exam; and qualified 8th graders are enrolled in a High School Accredited English Language Arts class.

We consistently celebrate academic achievement through our school Honor Roll program and nationally recognized honor societies including National Junior Honor Society and Beta Honor Society.

In addition to high academic expectations, school strength is our diverse elective program. Our students choose from electives including: ballet, jazz, urban dance, visual arts, concert band, modern rock band, chorus, drama, steel pan, medical studies, technology, public speaking, African American studies and robotics. We believe that a strong foundation in the arts and electives supports student academic achievement and therefore students are programmed for arts/elective classes five days a week.

Several external partnerships support our academic and performing arts programs. Partnerships include but are not limited to:

New York Junior Tennis League which runs a comprehensive afterschool program for grades 6-8; Kaplan which prepares students for the Specialized High School exam which all of our 8th graders take and many of our students receive offers from Brooklyn Tech, Stuyvesant, Brooklyn Latin and Bronx Science among others; Urban Advantage which provides hands-on Science experiences for our students both in the classroom and Science oriented field trips; Arthur Ashe

Science Program which provides on site instruction in medical studies and biology; Little Kids Rock program which supplies acoustic guitars and curriculum training for Modern Rock Band; Lincoln Center Jazz and Democracy Series which exposes students to professional Jazz musicians who perform and explain the connections between Jazz Music and American History; LEAP performing arts which partners theater professionals with students to write and produce a play off-Broadway; Lincoln Center Shakespeare Youth program which exposes students to professional Shakespeare performances and Shakespeare script analysis.

Additionally, students participate in extracurricular sports activities such as Flag Football, Double Dutch and Boys and Girls Basketball.

Supporting our school community and working to increase school family collaboration is our Parent Teacher Association. Headed by a strong, active Executive Board, the PTA sponsors workshops and speakers and hosts events such as Potluck dinners, socials, Book Fairs and the 8th grade Prom. Our strong family and school partnerships were noted as an area of celebration in our most recent Quality Review.

Since the adoption of the Common Core Curriculum, our teachers, students and families have been challenged with the demands of the new curriculum. Teachers and administrators are working towards aligning curriculum with the new Common Core Curriculum materials and developing Common Core aligned assessments. The shift towards fully implementing Common Core Standards and meeting proficiency with the standards is an area of challenge for our school community. Additionally, student progress as evidenced on state exams consistently presents a challenge since our students enter the school with high proficiency levels. As an instructional community, teachers and school leaders are challenged to provide differentiated classroom instructions and utilize assessment practices that monitor and track student progress on a daily and weekly basis.

Our school is making gains in the area of aligning curriculum and assessments to the Common Core Standards as evidenced by growth in student proficiency levels in NYS ELA and Math exams. We also made gains in student progress in both ELA and Math.

Our goals this year include increasing proficiency levels and increasing student progress. Our goals are aligned to the 6 Capacity Framework because it is our school's belief that Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership and Strong Family Community Ties will support our students in achieving their highest academic and personal potential.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Proficiency Levels in ELA and Math increased from 2013-2014
- Second year for ELA and Math teachers using City Common Aligned Curriculum Programs including Code X and CMP3
- As noted on 2012-2013 Quality Review, Teachers use common assessments that are aligned to key standards to gain an understanding of student progress toward goals, resulting in adjustments to curriculum and instruction

Needs:

- Less than half of student s(35.2%) proficient in Math
- Less than half of students (44.6%) in ELA
- Student proficiency levels on State exams need to core course pass rates (ELA 98.3% and Math 95.5%)

Focus Needs:

- Refine curriculum and assessments to align with common core state standards
- Increase rigor in daily lessons to ensure alignment with common core standards

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will plan common core aligned lessons that encourage **curiosity** and are based on knowledge of students and student work resulting in a 5% increase of proficiency levels in ELA and 5% increase of proficiency levels in Mathematics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

In ELA, Science and Social Studies classes, students will read increasingly complex non-fiction texts.	Students Grades 5-8	September 2014-June 2015	ELA, Science, Social Studies teachers Content Area Assistant Principals Principal Network Achievement Coaches
Integration of technology in classroom to increase student engagement and meet needs of diverse learners. Programs include Buzz Math and Light Sail	6 th grade Math general ed and ICT classes 8 th Grade ELA general ed and ICT classes	September 2014-June 2015	ELA teachers Math teachers Technology teacher Content Area Assistant Principal Principal
The NYC MyLibrary Program to increase student independent reading. The program allows students to borrow books from NYC libraries online and delivers books to the school. Librarian delivers workshop on program to parents at PTA meetings (with oral translation available) and runs Monday professional development workshops on the program for teachers	Students Grades 5-8	September 2014-June 2015	Librarian Core Content Teachers Assistant Principals Principal Parent Coordinator Parents
Professional development delivered during Teacher Common Planning Time. PD will focus on how to analyze student work to plan and differentiate instruction; how to use data from state exams and MOSLs to track student progress; strategies for giving students feedback that will address targeted needs	Teachers	September 2014-June 2015	Teachers Assistant Principals Principal Network Achievement Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Daily common planning period as professional period in teachers schedule; access to technology including laptops, ipads; software programs including MyLibrary, Light Sail and Buzz Math; resources for common core aligned non-fiction texts; common core curriculum materials including CodeX and CMP3; School librarian; Network Achievement coaches

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.

Math and ELA benchmark exams administered in December 2014/January 2015 will be scored and analyzed for student growth in percentile. By February 2015, targeted standards will be identified for individual, group and whole class instruction

Logins and completion of assignments for Light Sail and Buzz Math will be monitored. By February 2015 all classes receiving licenses for the programs will regularly login and use the software system

All students will receive their MyLibrary card and access by February 2015. All teachers who attended MyLibrary professional development will borrow at least 1 class set of instructional materials for their classes. Student logins and borrowing will be monitored for participation.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Strengths based on 2013-2014 Learning Environment Survey Culture Section:	
<ul style="list-style-type: none"> • 80% of students agreed that they need to work hard to get good grades • 73% of students believe that students respect students who get good grades • 77% of students feel welcome at the school • 75% of students know there is an adult whom they trust and can go to for help with a problem 	
Needs based on 2013-2014 Learning Environment Survey Culture Section:	
<ul style="list-style-type: none"> • 21% of students do not feel safe in hallways, bathrooms, locker rooms and cafeteria • 22% of students do not feel most adults treat students with respect • 34% of students do not feel students treat one another with respect 	
Priority Needs:	
<ul style="list-style-type: none"> • Address appropriate ways that students interact with each other within and out of school • Work with all staff to ensure consistent, respectful guidelines for treating students with respect and care • Consistently celebrate student achievement in academics and behavior 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the school will provide a consistent, safe, supportive, challenging and celebratory learning environment for all students as evidenced by a 5% increase in student satisfaction rating in school culture on the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Professional development for school staff. Workshops include: positive classroom management strategies; mandated	Teachers Paraprofessionals	Monday PD (80)	Professional Development

reporting; reading IEPs; modifying classroom assignments and assessments to address diverse students; effective ICT teacher teams	School Aides Principal Assistant Principals Dean Guidance Counselors Network Achievement Coaches	minutes) from September 2014- June 2015	Committee Principal Assistant Principal
Use of Pupil Path System by teachers, students and parents to consistently communicate student academic and behavioral progress	Teachers Students Parents/Guardians	September 2014-June 2015	Principal Assistant Principals Parent Coordinator
School wide assemblies and activities that celebrate academic achievement (Honor Roll) and address positive behavior expectations (Student Culture assemblies). Student culture assemblies will include presentations on bullying, safe Internet usage, and positive community relationships. Presenters will include Dean, Teachers, Guidance Counselors and Youth Officer from 83 rd Precinct. Recognition of academic, attendance and behavioral achievement at Parent Teacher Association meetings	Students Parents	Honor Roll Assemblies and Field Trips: 1 per marking period November-June Student Culture Assemblies: 1 per marking period November – June Monthly PTA Meetings September - June	Principal Assistant Principals Teachers Dean PTA Executive Board Parent Coordinator Guidance Counselors
Grade Level Teacher meetings and Pupil Personnel Team meetings to monitor student progress and At Risk Students. Meetings will result in scheduled parent conferences with grade level teams to address areas of concern and provide strategies for student and family success	Teacher Grade Level Teams Pupil Personnel Team: Principal Assistant Principals Social Worker School Psychologist Attendance Teacher Dean Guidance Counselors Parents/Guardians	Monthly Grade Level Teacher Team meetings (September – June) Parent Conferences (Tuesday 2:30-3:45 November – June) PPT meetings 2x	Grade Level Assistant Principals Assistant Principal of Special Education Principal

		a month: 1 meeting grades 5-6; 1 meeting grades 7-8	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Dean; Guidance Counselors; Parent Coordinator; School Based Support Team; Attendance Teacher; IEP Teacher; Principal, Assistant Principal; Teachers; Teacher Teams; Youth Officer; PTA Executive Board; Parent and Teacher members of PTA; Network Personnel

Pupil Path (Skedula system); Resources on bullying; classroom management; Safe internet use;

Translation available for parent workshops

School Messenger system (with translation) and school website inform parents of meeting dates and times

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Progress Monitoring will include a school based student survey administered in January 2015. Results will be tabulated and analyzed by Data Team and School Leadership Team. Administrative Cabinet (Principal, Assistant Principals) and SLT will make recommendations for Action Plan revisions by February 2015.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

- Increase growth in ELA and Math from 2013-2014 based on School Quality Report
- Dedicated time for teacher collaboration during school day and in weekly professional development sessions

Needs:

- As indicated on School Quality Report our scores for student growth were below peer average in both ELA and Math

Priority Needs:

- Teacher professional development on assessment strategies which will support tracking and monitoring of student progress on daily and weekly basis
- Teacher professional development on creating common aligned assessments in order to track student progress consistently throughout the school year
- Teacher professional development on differentiating lessons to meet needs of all learners

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will consistently participate in collaborative professional development learning opportunities that result in improved assessment practices evidenced by a 5 point increase in growth percentile on the NYS ELA and NYS Math exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Monday professional development workshops on assessment and differentiation. Topics include: creating and using skill trackers, using data to inform instruction, teacher as facilitator; incorporating higher	Teachers	4 week cycles of workshops	Professional Development Committee

order thinking questions.		on a specific topics during Monday 80 PD from September -June	Assistant Principals Principal Network Achievement Coach
Professional development delivered during Teacher Common Planning Time. PD will focus on how to analyze student work to plan and differentiate instruction; how to use data from state exams and MOSLs to track student progress; strategies for giving students feedback that will address targeted needs.	Teachers	Daily common planning meetings from September - June	Assistant Principals Principal Network Achievement Coaches
Each content area teacher team will track progress of 5 students who demonstrate the highest growth and lowest growth from 2013-2014 ELA and Math exams	Teachers Targeted students	Common Planning meetings from December -June	Data Specialists Assistant Principals Principals Network Achievement coach
Teacher Team meetings with parents and students throughout the school year during the Tuesday Parent Tuesday time to address students progress	Teachers Parents Students	Tuesday Parent Outreach time from November -June	Grade Level Assistant Principals Principal Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Use of teacher professional periods for daily common planning meetings for content areas
Principals, Assistant Principals, Teacher Facilitors, Network Achievement coaches and Professional Development Committee plan and deliver PD
Instructional resources such as Schoolnet; Item Skills Analysis Reports

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, all teachers will attend one cycle of professional development focusing on assesment or differentiation.

By February 2015, all teachers will participate in professional development during collaborative planning time.

Evidence of implementation of strategies from the professional development will be monitored by all teachers receiving at least two classroom observations with feedback focusing on Danielson component 3D by February 2015.

Common Planning meeting agendas will reflect looking at student work and data in order monitor student progress. Principal and Assistant Principals will attend common planning meetings on a regular basis to support and monitor agenda activities.

Scheduled Tuesday parent conferences logged in ATS ilog system. Parent Coordinator makes confirmation phone calls. Teachers and Grade Level Assistant Principal construct action plan with parent and student for student progress

Translation available for parent conferences as needed

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths

- According to 2013-2014 School Quality Guide, 98% of students pass English Course; 95% of students pass Math course; 94% of students pass Social Studies course
- According to the 2013-2014 School Quality Guide, 98% of former 8th grade students accumulate required credits for their 9th grade year
- According to 2013-2014 Learning Environment Survey, 33% of teachers strongly agree and 58% of teachers agree that the Principal places a high priority on the quality of teaching

Needs:

- According to recent School Quality Guide, 91% of students pass Science course
- According to recent Learning Environment Survey, 35% of teachers state that the Principal participates in instructional planning with teachers
- According to recent Learning Environment Survey, 26% of teachers disagree with the statement that the Principal knows what’s going on in my classroom
- According to recent Learning Environment Survey, 35% of teachers disagree with the statement that professional development experiences provided them with content support in subject area

Priority Needs:

- Increase Science and Social Studies core course pass rates
- Increase teacher satisfaction with School Leaders participation in planning and observation feedback
- Provide ongoing professional development and support in content areas

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the Principal will consistently demonstrate effective school leadership by nurturing and celebrating the professional growth of teachers and staff to support increased student achievement evidenced by a 2% increase in core course pass rates.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
Frequent cycles of observation and feedback using the Danielson rubric by Principal and Assistant Principals to support teachers developing effective instructional practices	Teachers	September 2014-June 2015	Principal Assistant Principals District Talent Coach
Professional development workshops during Monday PD time to address needs outlined on teacher professional development survey	Teachers Paraprofessional	Monday 80 PD time September 2014-June 2015	PD Committee Principal Assistant Principals Network Achievement Coach
Professional Development during Common Planning time with content area teachers	Content area teachers	Common Planning meetings September-June	Principal Assistant Principal Network Achievement Coaches
Workshops for Parents on Common Core Standards and Assessments in order to outline how parents can support teachers work in the classroom	Parents	PTA meetings; Tuesday parent outreach November – June	Principal Assistant Principals Parent Coordinator PTA Executive Board Network Achievement Coaches Title 1 Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Daily common planning time for most content area teachers programmed in schedule; Professional development committee meeting time

ADVANCE web application; professional development materials related to Danielson rubric, Depth of Knowledge, Universal Design for Learning, Understanding by Design, assessment and using data to inform instruction

Some professional development led by Network Achievement coaches; District Talent coach provides professional development for Principal and Assistant Principal on Danielson Observation cycle

Oral translation provided for parent workshops

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 all teachers will receive 2 observations with feedback from Principal and/or Assistant Principals. Observations will focus on implementation of strategies taught during professional development workshops. Based on feedback, school leaders will provide in class coaching and planning support for teachers who receiving developing in areas of instructional planning, questioning and discussion techniques, student engagement and assessment.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- According to 2013-2014 Learning Environment Survey, 44% of parents strongly agree and 47% of parents agree that the school makes it easy to attend meetings and provides an interpreter
- According to recent Learning Environment Survey, 43% of parents strongly agree and 49% of parents agree that the school offers a wide enough variety of courses, extracurricular activities and services to keep my child interested in school

Needs

- Sign in Sheets indicate parent attendance at PTA meetings decreases during the school year
- Sign in Sheets indicate a need to increase attendance at workshops focusing on academics and wellness
- Based on parent login data for Pupil Path (Skedula), increase number of parents using Pupil Path to communicate with teachers and school leaders and monitor their student assignments and progress

Priority Needs

- Provide timely notification of school meetings and events to ensure maximum family participation
- Work with current community based partnerships to provide workshops and meetings to ensure family partnerships
- Workshops for parents on using school website and Pupil Path to communicate with school and keep informed of school events

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, School leaders will bring resources from the community into the school building by welcoming, developing and celebrating partnerships with families, businesses and community-base organizations. Evidence of increased family and community ties will result in 5% increase in parent satisfaction rating in Learning Environment Survey

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

35. Research-based instructional programs, professional development, and/or systems and structures needed to

Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<p>impact change</p> <p>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
<p>Workshops for parents on Pupil Path system (login, monitor and email) so that parents are aware of school assignments, expectations and monitor student grades. Also workshops on school Echalk website: www.philippaschuyler383.org as tool to keep informed about school events</p>	Parents	<p>October 2014 – June 2015</p> <p>Saturday PTA meetings</p> <p>Tuesday Parent Outreach time</p> <p>Parent Teacher conferences</p>	<p>Principal Assistant Principal Parent Coordinator PTA Executive Board</p>
<p>Consistent use of School Messenger system using phone calls, emails and text messages to inform parents of upcoming school events, workshops and deadlines</p>	Parents	<p>September 2014 – June 2015</p>	<p>Principal Assistant Principal Parent Coordinator Community Based partners PTA Executive Board</p>
<p>New York Junior Tennis League program provides comprehensive afterschool activities for students and workshops for parents on how to improve student achievement and family school partnerships</p>	Parents Students	<p>September 2014-June 2015</p>	<p>New York Junior Tennis League Staff Principal Parent Coordinator</p>
<p>Workshops for parents on topics that will increase school family partnerships including understanding Common Core Standards; Bullying prevention and safe internet usage; celebrating cultural diversity (International Day) and Effective Communication with your teen</p>	Parents	<p>September 2014-June 2015 PTA meetings</p>	<p>Principal Parent Coordinator Community Based Organizations Dean Guidance Counselors</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Pupil Path (Skedula) web based system; School Messenger System; Echalk website, www.philippaschuyler383.org
New York Junior Tennis League Staff, Dean, Guidance Counselors, Parent Coordinator

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
New York Junior Tennis League partnership funded by 3 year city grant for comprehensive afterschool programs									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be an increase in parental login and communication via Pupil Path System
 By February 2015, workshops for remainder of school year will be planned and calendared
 By February 2015, New York Junior Tennis League will reach its maximum student enrollment and provide at least 2 workshops for families
 By February 2015, increase in PTA attendance at meetings and sponsored activities

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Level 2 or below on NYS ELA 2014 Students identified by formative and summative assessments during school year	Guided reading and guided writing; technology use; use of visuals; use of peer tutorials; homework help	Small group One-to-one tutoring One on one conferring	During school day Before school After school
Mathematics	Level 2 or below on NYS Math 2014 Students identified by formative and summative assessments during school year	Modelling; use of manipulatives; online software programs; peer tutorials; homework help	Small group One on one conferring One-to-one tutoring Web based tutorials	During school day Before school After school
Science	65% or lower grade during marking period Students identified by formative and summative assessments during school year	Hands on activities Homework help Peer tutorials	Small group One on one conferring One-to-one tutoring	During school day Before school After school
Social Studies	65% or lower grade during marking period Students identified by formative and summative assessments during school year	Use of visuals Homework help Peer tutorials	Small group One on one conferring One to one tutoring	During school day Before school After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals to Pupil Personnel Team by guidance department, teachers, staff, parents, Dean and administration	Mentoring One on one counseling Conflict resolution Anger management Organizational skills Progress reports	Individual Small group	Before school During school day After school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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 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 see teaching recruits Provide opportunities for teachers to attend professional conferences within and outside New York City Metro area

2b. 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"> Professional Development Committee comprised of 1 teacher from each content area and Principal, Assistant Principal and Guidance Counselor developed Professional development survey for staff to identify priority needs for professional development workshops Committee analyzed results of survey and created professional development for Monday 80 workshops from September 2014- June 2015 Professional Development Committee meets on a monthly basis to review and revise plan All teachers and paraprofessionals participate in 4 week cycles of Professional Development on differentiated topics that address their specific needs as educators. Professional Development workshops are facilitated by teachers, guidance counselors, Network Achievement coaches and Assistant principals School leaders and Network Achievement Coaches provide professional development during teacher common planning meetings which are held daily during the week. Professional development topics are determined by the needs of the teacher team and based on looking at student work Teachers are provided with opportunities to attend professional conferences within and outside New York City including Foreign Language conferences, National Dance Conference, ELL conference, Network professional

development workshops, Code X and CMP3 workshops

- Principals and Assistant Principals receive professional development on Teacher Effectiveness from the District Teacher Effectiveness Coach
- Principal provides professional development to Assistant Principals during weekly one on one meetings
- Principal and Assistant Principals attend Network Conferences and meetings

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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

Part 4: SWP Schools Only

4a. 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

4b. 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.

School Local Measures Committee comprised of Principal, Assistant Principal, UFT Chapter Chair and teacher volunteers attended summer professional development on multiple assessment measures. After attending the PD, Committee met to make preliminary decisions regarding Measures of Student Learning choices. Committee met with teachers to discuss preliminary recommendations and make revisions. Committee presented findings to the Principal who made final decisions.

Trainings for teachers on the use of assessment results was provided during 80 minute Monday Professional Development time and during Common Planning Meetings.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	636,325	X	10,11, 12, 13, 14, 15, 17, 18, 21, 22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	1,430	X	11, 12, 13, 14, 15, 17, 18, 21, 22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4,675,070	X	11, 12, 13, 14, 15, 17, 18, 21, 22

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Philippa Schuyler Middle School for the Gifted and Talented**, 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 the school and the families. The 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 the school community. **Philippa Schuyler Middle School for the Gifted and Talented** will support parents and families of Title I students by:

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

The 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. The 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 the 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. The school will maintain this information.

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

The 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;

- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 383
School Name Philippa Schuyler		

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

Principal 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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	1	0	0	3	0	1	2	0	2		6

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	0	3	0	1	2	0	2	6
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	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
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/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
n/a
- 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 [AMAQ 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 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 students' 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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:

- 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. **①**
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 assesment and by ulitizing 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: <ul style="list-style-type: none"> • 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
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

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

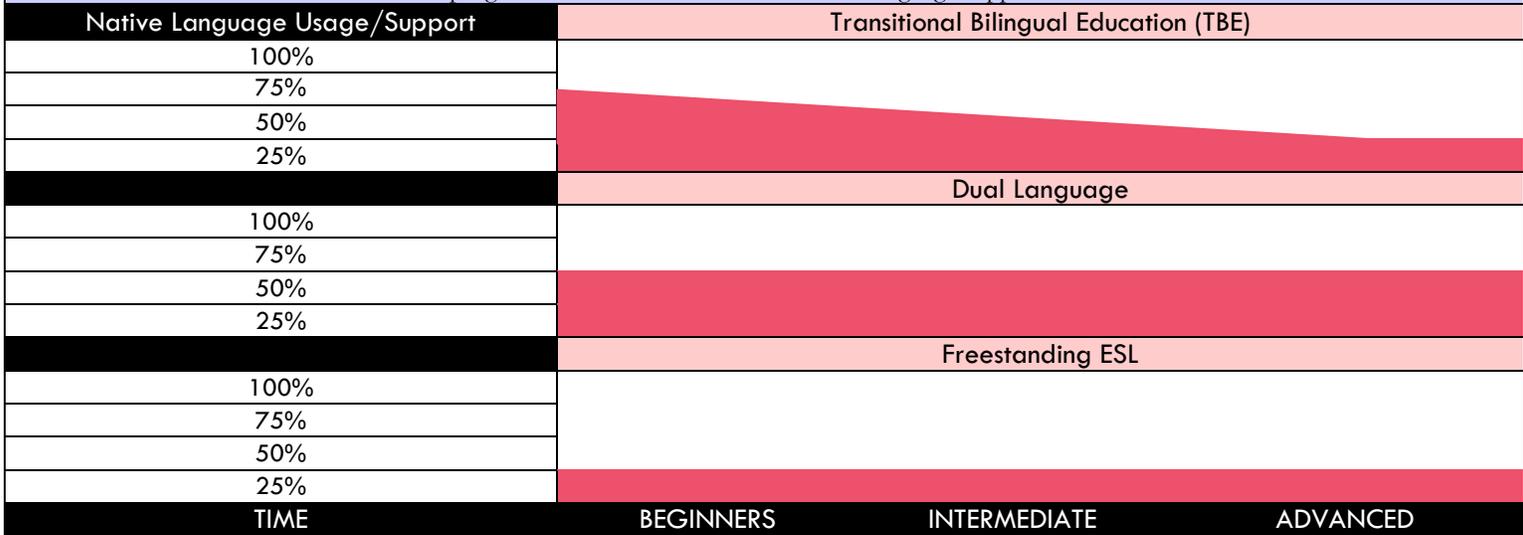
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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 assessment 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 acclimating. At this time we do not offer any enrichment summer programs for any of our students other than mandatory summer 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.