



SCHOOL OF BUSINESS, FINANCE, AND ENTREPRENEURSHIP

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 16K 385
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 16K385 SCHOOL NAME: BUSINESS, FINANCE, & ENTREPRENEURSHIP

SCHOOL ADDRESS: 125 STUYVESANT AVENUE, BROOKLYN, NY 11221

SCHOOL TELEPHONE: (718) 602-3271 FAX: (718) 602-3274

SCHOOL CONTACT PERSON: GLYN MARRYSHOW EMAIL ADDRESS: GMarrys@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: CLAUDIA SAM

PRINCIPAL: GLYN MARRYSHOW

UFT CHAPTER LEADER: VANIATHORN CIRILLO

YOSHA GUINS

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 CHILDREN FIRST NETWORK (CFN): 304

NETWORK LEADER: LUCILLE LEWIS

SUPERINTENDENT: EVELYN SANTIAGO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Glen Marryshow	*Principal or Designee	
Vaniathorn Cirillo-Scadutto	*UFT Chapter Chairperson or Designee	
Yosha Huins	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Claudia Sam	Chairperson	
Rachelle Lewis	Member/Teacher	
Jamie Hendrickson	Member/Teacher	
Dexter Patterson	Parent Coordinator	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PART I: SCHOOL VISION AND MISSION

The mission of the Business, Finance, and Entrepreneurship School is to provide students with opportunities to acquire specific marketable skills, to obtain academic knowledge through the theme of business, and to experience the "Real World." The school offers unique programs in business, as well as, a comprehensive academic curriculum geared towards preparing our students for college to be successful entrepreneurs.

The program offers an overview of business from the corporate world to the local community. Concepts of entrepreneurship, start-up finance, marketing, advertising (including Art and Language Arts), communication, and logistics are explored. Students investigate the aspects of creating a business plan which involves the development of problem solving, critical thinking, and decision-making.

M.S. 385 is a small school where the administration and staff are "Striving Together for Excellence". At present, the school shares the same building with J.H.S. 57 and Brooklyn Academy of Global finance (16K688).The school's positive culture ensures high levels of trust and commitment from all members of the community. There is good collaboration among all teams of teachers contributing to the development of the learning community. The open-door policy and good collaboration among staff make parents feel welcome and encourage exchange of information. Academic Intervention Services ensure that Special Education students make good progress.

The school is committed to providing a challenging education for every student. We offer rigorous instruction in Language Arts, Mathematics as well as the other core subjects. As a result, most of our students have made significant improvement in raising their standardized test scores. Students are placed in classes on a heterogeneous basis. Push-in and pull-out services are being offered for struggling readers in both ELA and mathematics. The school emphasizes the development of critical and analytical thinking skills, communication skills, and independent research. Manipulatives for both math and science are utilized significantly. Additionally, students are engaged in individual and cooperative group learning activities, which promote the highest level of self-discovery. The students set learning goals for themselves which they revise periodically. The school also offers students in need of Academic Intervention services the opportunity to participate in Extended Day and Saturday programs.

The library plays an integral part in supporting our instructional program and staff development efforts. The library is shared with M.S. 57. Library allocations for both schools are combined thus ensuring diversity of materials.

Although there is a need for increased parental participation in our school activities, our parent coordinator has worked to introduce efficient communication system, so parents are well informed about achievement, attendance and tardiness.

The school organizes extra-curricular activities such as Basketball, Dance, and Cheerleading Clubs to promote interest and aesthetic abilities of our students and provide them an outlet from the academic rigor of the core education classes.

Overall, the school has made good progress in meeting the recommendations in the Quality Review Report for 2010-11. We are ensuring that measurable goals are set and action plans are implemented thus being able to identify the impact on the achievement of instruction and interventions. The Inquiry Team is working diligently and has identified its target group with a focus on comprehension skills. Although there is room for further improvements, M.S. 385 has maintained its achievement of “Good Standing” for the past several years.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		School of Business, Finance, and Entrepreneurship							
District:	16	DBN #:	16K385	School BEDS Code:		3321600010385			
DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		86.2	87.7	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.3	91.3	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	111	78	68	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	91	111	71		71.0	71.0	78.6		
Grade 8	107	88	112						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	10	10		
Grade 12	0	0	0						
Ungraded	1	2	2	Recent Immigrants: Total Number					
Total	310	279	253	(As of October 31)	1	1	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	40	45	40	Principal Suspensions	0	3	TBD		
No. in Collaborative Team Teaching (CTT) Classes	11	5	18	Superintendent Suspensions	1	16	TBD		
Number all others	25	24	19						
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0		
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		

DEMOGRAPHICS							
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	10	12	20	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	1	0	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	31	32	TBD
Overage Students: <i># entering students overage for grade</i>				Number of Administrators and Other Professionals	6	6	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	TBD
	5	7	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	96.9	TBD
American Indian or Alaska Native	0.6	0.0	0.0	Percent more than two years teaching in this school	61.3	62.5	TBD
Black or African American	81.0	81.7	79.4	Percent more than five years teaching anywhere	54.8	62.5	TBD
Hispanic or Latino	15.8	15.8	17.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	2.2	2.4	Percent Masters Degree or higher	81.0	78.0	TBD
White	1.3	0.4	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.3	87.3	TBD
Male	50.0	45.2	45.5				
Female	50.0	45.2	45.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10
	✓	✓	✓	✓

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
	Math:	✓			Math:		
	Science:	✓			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	–				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	–	–	–				
White							
Multiracial							
Other Groups							
Students with Disabilities	√sh	✓	–				
Limited English Proficient	–	–	–				
Economically Disadvantaged	✓	✓	–				
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	92.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status	KEY QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ _{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
KEY: PROGRESS REPORT DATA	◇ = Outstanding
NR = Data Not Reported	NR = No Review Required
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.	
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>	
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf	

SECTION IV: NEEDS ASSESSMENT

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

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

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

Middle School 385's Instructional Leadership Team used a variety of methods to review the school's program and student achievement. We looked at test scores, student and staff attendance rates, and parent, staff, and student surveys. The needs assessment included a review of the following data sources:

- **Standardized test results, including item skills analyses**
- **Annual School Report Card**
- **DAA School Profile Reports**
- **Acuity Predictive and Instructionally Targeted Interim Assessments**
- **Student portfolios**
- **Teacher made assessments**

Based on our findings, our strengths are:

- **Working collaboratively to collect and analyze our data**
- **Consistency in gathering data throughout the year and using the information to drive instruction**
- **Reducing class size to enhance student performance**
- **Small group/individualized instruction through push-in and pull-out**
- **Weekly common planning meetings for ELA and departments**
- **Weekly planning meetings with administration and grade team leaders**
- **Providing professional development utilizing outside resources such as Community Learning Support Organizers, Aussie, and data specialists**
- **Ongoing dialogue among Administration, coaches, and core subject area teachers**
- **Collaboration among teachers, SETSS provider, and AIS coordinator**
- **Biweekly PPT/AIS meetings to address individual student needs**
- **Ongoing outreach to parents by the Parent Coordinator**
- **Organizing separate Teen Talk assemblies by gender where students are provided opportunities to discuss their issues**
- **Providing a safe, welcoming , and nurturing environment for all students**
- **Using technology in the classroom**

CHALLENGES/AREAS FOR IMPROVEMENT:

- Limited resources
- Aligning the curriculum with the limited resources
- Acquiring culturally relevant books for students
- Funds to purchase adequate text books
- Organizing groups according to the reading levels and deficiencies in reading skills
- Maintaining academic rigor in ELA and math instruction
- Following the workshop model to maximize instruction
- Differentiating instruction in ELA and math classrooms
- Increasing performance levels of Special needs students
- Meeting 90% daily attendance target
- Working towards increasing parental involvement in our school through workshops for parents, technology,

Although attempts have been made to improve student attendance at M.S. 385, we have not been able to attain the required 90% target consistently. The table below shows our students' attendance rate during the academic years 2003-2008.

ACADEMIC YEAR	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ANNUAL ATTENDANCE RATE	86%	83%	85.1%	86.2%	97.7	T.B.D.

Designated staff has been assigned to specific grades to monitor attendance of students who are chronically absent or late and inform administration and summon parents and address concerns.

The school report card was distributed to each parent and staff members of our educational community. Staff (teachers, coaches, paraprofessionals and administrators) received their copies at a staff development conference, and was grouped by grade in order to discuss, interpret, and disaggregate the data. Using all available information, teachers examined their class and individual student's achievement data and compared it to the data for their grade and the school as a whole. New York State ELA and math test scores and item skills analyses for reading and math along with Acuity predictive and Instructionally Targeted Interim Assessments were used to identify specific instructional needs of individual students and establish preliminary groups for Academic Intervention Services (A.I.S.). Each working group recorded their findings and the staff conference ended with each group sharing its results. The findings were categorized and reviewed at Cabinet and School Leadership Team meetings, and were reported to parents at an open and advertised PTA meeting. Upon entry to the building, each parent received a copy of the performance/achievement data for his/her child and the Annual School Report Card. The Principal and the Guidance Counselor reviewed that data and conducted a question and answer session. The Principal and the School Leadership Team Chairperson then explained the needs assessment findings from the staff conference and School Leadership Team Review.

FINDINGS

In the spring of 2010 a total of 248 students took the 6th, 7th, and 8th grade ELA State exams. The scores for different ethnic groups are given in the table below.

GRADE 6

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	69	26%	52%	22%	0%
GENERAL EDUCATION	44	11%	55%	30%	0%
SPECIAL EDUATION	25	52%	48%	0%	0%
AFRICAN AMERICANS	56	27%	48%	25%	0%
HISPANICS	13	23%	69%	8%	0%
FEMALE	36	22%	53%	25%	0%
MALE	33	30%	52%	18%	0%
ENGLISH PROFICIENT	62	24%	52%	24%	0%
LEP	7	43%	57%	0%	0%

GRADE 7

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	74	30%	41%	27%	3%
GENERAL EDUCATION	46	11%	43%	67%	0%
SPECIAL EDUATION	28	61%	36%	4%	0%
AFRICAN AMERICANS	55	29%	42%	25%	4%
HISPANICS	17	0%	0%	100%	0%
WHITE	01	0%	0%	100%	0%
ASIAN	01	0%	100%	0%	0%
FEMALE	29	21%	41%	31%	7%
MALE	45	36%	40%	24%	0%
ENGLISH PROFICIENT	68	28%	41%	28%	3%
LEP	06	50%	33%	17%	0%

GRADE 8

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	105	18%	57%	23%	2%
GENERAL EDUCATION	66	0%	45%	55%	0%
SPECIAL EDUATION	19	32%	63%	5%	0%
AFRICAN AMERICANS	83	17%	57%	24%	2%
HISPANICS	18	28%	61%	11%	0%
ASIAN	04	0%	50%	50%	0%
FEMALE	52	15%	56%	25%	4%
MALE	53	21%	58%	21%	0%
ENGLISH PROFICIENT	99	18%	56%	24%	2%
LEP	06	17%	83%	0%	0%

In the winter of 2009 a total of 272 students took the 6th, 7th, and 8th grade ELA State exams and levels of achievement for each grade are given below.

GRADE	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
6	78	0%	49%	50%	1%
7	109	1%	38%	61%	0%
8	85	7%	49%	44%	0%

As evidenced by the New York State ELA test scores data of winter 2009 and spring 2010, the number of Level 1 students in grade 7 was increased by 29%, the number of Level 2 students in grade 7 was increased by 11%, the number of Level 3 students decreased by 34% compared to their performance in grade 6 and the number of Level 4 students increased by 3%.

Similarly, the number of Level 1 students in grade 8 was increased by 7%, the number of Level 2 students in grade 8 was increased by 8%, and the number of Level 3 students was decreased by 21%, and the number of Level 4 students increased by 2% compared to their performance in grade 7.

In the spring of 2010 a total of 246 students took the 6th, 7th, and 8th grade math State exams. The scores for different ethnic groups are given in the table below.

GRADE 6

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	68	10%	40%	34%	16%
GENERAL EDUCATION	45	2%	4%	67%	27%
SPECIAL EDUCATION	33	18%	36%	45%	0%
AFRICAN AMERICANS	56	11%	43%	32%	14%
HISPANICS	12	8%	25%	42%	25%
FEMALE	36	17%	33%	33%	17%
MALE	32	3%	47%	34%	16%
ENGLISH PROFICIENT	62	10%	40%	34%	16%
LEP	06	17%	33%	33%	17%

GRADE 7

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	74	12%	49%	28%	11%
GENERAL EDUCATION	46	2%	39%	41%	17%
SPECIAL EDUCATION	28	29%	64%	7%	0%
AFRICAN AMERICANS	54	11%	54%	64%	10%
HISPANICS	18	17%	33%	24%	11%
ASIAN	1	0%	100%	0%	0%
FEMALE	28	11%	39%	32%	18%
MALE	46	13%	54%	26%	07%
ENGLISH PROFICIENT	67	12%	49%	27%	12%
LEP	07	14%	43%	43%	0%

GRADE 8

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	104	18%	33%	31%	18%
GENERAL EDUCATION	79	6%	33%	39%	22%
SPECIAL EDUATION	25	56%	32%	4%	8%
AFRICAN AMERICANS	82	18%	33%	29%	20%
HISPANICS	18	22%	39%	28%	11%
ASIAN	4	0%	0%	75%	25%
FEMALE	52	19%	29%	35%	18%
MALE	52	19%	37%	27%	17%
ENGLISH PROFICIENT	98	0%	31%	31%	19%
LEP	06	18%	67%	33%	0%

In the spring of 2009 a total of 272 students took the 6th, 7th, and 8th grade Math State exams and levels of achievement for each grade are given below.

GRADE	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
6	78	9%	18%	58%	15%
7	109	4%	23%	63%	10%
8	85	7%	20%	66%	7%

As evidenced by the New York State math test scores data of winter 2009 and 2010, the number of Level 1 students in grade 7 increased by 3%, the number of Level 2 students in grade increased by 26%, the number of Level 3 students decreased by 30% and the number of Level 4 students in grade 7 increased by 1% compared to their performance in grade 6.

Similarly, the number of Level 1 students in grade 8 increased by 11%, the number of Level 2 students in grade 8 increased by 15%, the number of Level 3 students in grade 8 decreased by 35%, and the number of Level 4 students was increased by 11%, compared to their performance in grade 7.

There is a need to improve the performance levels of the students from Level 2 to Level 3 and from Level 3 to Level 4 and decrease the number of students performing at Level 1 in all grades. Intensive A.I.S. is required to raise the levels of student achievement as our special needs population continues to present a challenge in reducing the number of students performing at Level 1 in both ELA and math. Therefore, there will be a rigorous instructional plan as indicated in the Action Plans for ELA and math pages 17-21. In math, there will be consistent use of manipulatives in a cooperative learning environment and continuous differentiated instruction in both ELA and math classes.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. ENGLISH LANGUAGE

To increase the number of students achieving proficiency in English Language Arts by 5%

2. MATHEMATICS

All students, including special education, will have a 15 scale score point growth in Mathematics for the 2010-2011 school year.

3. SOCIAL STUDIES

For the 2010-11 school year Middle school 385 will:

- A. Increase the percentage of student performance level in the 8th grade NYS Social Studies Assessment by 5%.
- B. Increase the students' content knowledge in social studies of at least 70% of all the students in grades 6 through 8 as demonstrated by their performance in the teacher generated tests.

4. SCIENCE

Goal 1: By June 2011, students in grade 6 through 8 will meet standards with at least a 70% score on teacher generated assessments and assigned projects.

Goal 2: By June 2011, 70% of our 8th grade students will meet or exceed standard on the NYS Intermediate-Level Science Test.

5. ATTENDANCE

To achieve 3% increase in student attendance during the 2010-11 school year.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

Annual Goal	To increase the number of students achieving proficiency in English Language Arts by 5%
Measurable Objective	Students will achieve proficiency in English Language Arts resulting in a 5% increase in the number of students reaching proficiency school wide. Students will move from 29.4% to 34.4%.
Action Plan	<ul style="list-style-type: none"> • Collect and analyze data from ITA, Achieve 3000, Kaplan, and other teacher-made assessments to determine skills students need to improve – Coach, Teachers, September and ongoing • Assess students’ reading level 3 times during the school year to determine growth in students’ independent reading level – Coach, Teachers, Administration, Weekly • Common planning within the grades – Coach, Teachers, Administration, Weekly • Common Planning with the ELA and Social Studies Department to develop an interdisciplinary curriculum • Reading/Writing conferences for assessment and additional instruction – Teachers, ongoing • Engage students with their own data tracking and setting personal goals for achievement – Students and Teachers, ongoing • Focused collaboration with administration, teachers, coach, AIS Coordinator, Guidance Counselors, and Student Support Services to address student needs – biweekly • Set quarterly benchmarks to track progress (October, January, and May) – Coach and Teachers • AIS, SETSS, small group instruction for Level 1 and low Level 2 students – Coach, Teachers, and Support Personnel, ongoing • Target students with high level 2’s and low level 3’s for enrichment program during

	<ul style="list-style-type: none"> • Extended Day – Coach, Teachers <p>Ongoing professional development in differentiated instruction – Administration, Coach, Teachers, ongoing</p>
Evidence	<ul style="list-style-type: none"> • NYS ELA scores • Monthly assessments • Use of ACUITY/Achieve 3000 • Use of teacher created assessments • Use of checklists to monitor individual student progress

	<p>and other school-based individuals to address the needs of the students. Responsibility: Math Coach as facilitator & teachers Timeline: Weekly</p> <p>7. Level 1 -2 students- mandatory after-school two days per week. Responsibility: Teachers & Math Coach Timeline: October – March</p> <p>8. Academic assistance is offered through Saturday Academy. Students at any level are afforded an opportunity to get additional academic assistance. Responsibility: Administration and Teachers Timeline: Weekly</p>
<p>Evidence</p>	<ul style="list-style-type: none"> • NYS Math scores • Teachers assess students weekly and monthly. Monthly test is cumulative. Progress measured by improvement in test and quiz scores. • Use of periodic Predictive and ITA assessments on Acuity to monitor student gains and identify needs • Each week students solve a “problem of the week”. This requirement was implemented to address students’ inability to solve word problems. End of October – 80% of students should be able to restate what a question is asking and identify relevant information necessary to solve word problems.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): GOAL NUMBER 3 – SOCIAL STUDIES

Goal	Increase the number of students meeting the standards in Social Studies
Action Plan	<ol style="list-style-type: none"> 1. Administer 3 assessments for all 7th and 8th grade students (Oct. 2010, Feb. 2011, and April 2011) 2. Increase the level of interdisciplinary planning and sharing between social studies, math, ELA, Science and Business departments to improve continuity in student learning. 3. Differentiate instruction 4. Analyze data from grade specific social studies, math, ELA assessments to focus on specific skills and strategies 5. Use of student goal sheets as planning tools 6. Student social studies survey (Sept 2010, Jan. 2011, May 2011) 7. On-going professional development (including data usage and best practice in differentiated instruction. 8. Plan at least one field trip or one guest speaker per unit of study 9. Use of student journals and folders in all grades <p><u>STAFF RESPONSIBLE FOR IMPLEMENTATION</u></p> <p>6th, 7th, and 8th grade teachers, ELA and Math coaches, and Assistant Principal</p>
Evidence	<ol style="list-style-type: none"> 1. Data tracking System: <ul style="list-style-type: none"> * Folders (students and teachers) will include latest available data * Data will be included in school-wide database for administrative use * Current year data will be shared with next year’s teachers 2. Data Analysis <ul style="list-style-type: none"> *October 2010 in-house predictive assessment results will be compared to June 09 NYS Social Studies results to assess students’ strengths and weaknesses. * Unit assessments, journals, conferences, classroom debates, etc. as well as a variety of student works will be used to assess progress.

	Formal and informal observations throughout the year to monitor teacher effectiveness and student engagement in learning.
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal Number 4 - Science

Goal	Increase the number of students meeting standards in Science
Measurable Objective	By June 2011, 70% of our 8th grade students will meet or exceed standard on the NYS Intermediate-Level Science Test.
Action Plan	<p>Targeted Population: 6th - 8th Grade Students including ELL, CTT and Special Needs Staff: 6th - 8th Grade Science Teachers, Principal, Assistant Principal, Math and ELA Coach</p> <ol style="list-style-type: none"> 1. The Science Department will provide 6th - 8th grade students with the opportunity to develop and enhance their skills of scientific inquiry, investigation, analysis, and explanation through a variety of hands-on activities and field experiences. – Ongoing 2. Provide all students with challenging curricula and engaging differentiated instruction, which are aligned to yearly and quarterly cycle assessments that encourage real-world, inquiry-based problem solving 3. Strengthen the content and pedagogical knowledge of science educators and administrators to transform instruction to improve student engagement and achievement through professional development - Weekly 4. Create student driven learning goals to be utilized in the classroom - Monthly 5. Incorporate the vocabulary of the NYS Intermediate-Level Science Test, scoring rubrics and scenarios in all science classes - Ongoing 6. Collaborate with external partners, which include Jackie Robinson and Medgar Evers College in the Science Technology Educational Program (STEP) to maximize effective use of

	<p>their resources. – September 10 – May 11</p> <p>7. Use of student journals and folders in all grades</p>
<p>Evidence</p>	<ul style="list-style-type: none"> • By November 2011, all science teachers will create and plan inquiry-based lessons, activities, and projects as a team. • By April 2011, all 8th grade students will complete an independent scientific investigation. • By June 2011, all 6th and 7th grade students will complete a research-based project. • By June 2011, students participating in STEP should show a 5% performance gain versus their peer groups. • Every nine weeks, science teachers will administer an informal test aligned with the NYS Intermediate- Level Science Test. Progressive tests will show 70% improvement+ in students' performance.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Goal Number 5 ATTENDANCE

Goal	Improve the Attendance in the School by 3%
Measurable Objective	To achieve 3% increase in student attendance during the 2010-11 school year
Action Plan	<ol style="list-style-type: none"> 1. Monthly review of student attendance data 2. Daily review of Individual student's tardiness/absences 3. Phone calls/letters/home visits, and parent conferences 4. Awarding commendation certificates to students who achieve 100% attendance 5. Displaying Names of students with Perfect Rewarding students who demonstrate an improvement in their attendance 6. Removing students that are Long Term Absentees from the School Register <p align="center">STAFF RESPONSIBLE FOR IMPLEMENTATION</p> <ol style="list-style-type: none"> 1. Principal 2. Assistant Principal 3. Guidance Counselors 4. Parent Coordinator - Grade 6 5. Community Coordinator – Grade 7 6. Family Assistant - Grade 8
Evidence	<ul style="list-style-type: none"> • Weekly review of attendance data for individual students with chronic attendance deficits to determine progress • Monthly review of student attendance data

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note:** Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

APPENDIX 1: ACADEMIC INTERVENTION (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	38	21	38	38	2	1		
7	42	29	42	42	9	1	3	
8	48	23	48	48	9	3	2	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Reduced Class Size Wilson Reading Program/Great Leaps REWARDS Extended Day Peer Tutoring Achieve 3000	Reduced class sizes – During the school day Small group: During the school day Small group: 2-3 periods per week Small group: After school Small group: During the school day
Mathematics: Reduced Class Size Small Group Tutoring After School Program I Can Learn (Math Lab-Self Paced Program) Peer Tutoring	Reduced class sizes – During the school day Small group: During the school day Small group: After school and Saturdays Small group: During the school day One-to-one: During the school day
Science: Push-in/Pull-out Services Enrichment	Small group: During the school day/After school Small group/one-to-one: Saturday
Social Studies: DBQ Strategy	Small group: During the school day
At-risk Services Provided by the Guidance Counselor: Counseling Services Peer Mediation/Conflict Resolution Community Coordinator	Individual and small group counseling: Facilitate peer mediation, conflict resolution mentors, bereavement counseling as needed. Daily contact with outside agencies to provide services for at-risk students and/or Parent/Guardian, Teen Talk sessions for students, Assemblies for the students to provide exposure to motivational speakers of varying backgrounds and experience during the school day.

At-risk Services Provided by the School Psychologist:	One to one and small group counseling during the school day or as needed
At-risk Services Provided by the Social Worker:	Individual and bereavement counseling during the school day as needed Crisis intervention and conflict mediation performed as needed Contact with outside agencies to help obtain additional services that may be needed to assist at-risk students and their families
At-risk Health-related Services:	On an as needed basis during the day

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

NCLB/SED requirement for all schools

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

Please see the LAP attachment at the end of Appendix 2.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ESL ___ Both Number of LEP (ELL) Students Served in 2010-11: 15
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain Ell's participation in those programs. Briefly describe supplemental programs for ELLS (i.e., AIS, Saturday Academies).

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

M. S. 385 delivers instruction to all English Language Learners. All ELLs who test at the beginner and intermediate levels on the New York State English Language Achievement Test (NYSESLAT) receive 360 minutes of ESL instruction or approximately ten periods of instruction per week. Students who test at the advanced level receive 180 minutes of instruction or approximately four periods a week of instruction. Moreover, students who have recently earned proficiency on the NYSESLAT have the option with parental consent to participate in up to one more year of ESL services. All ESL services are provided in English. The ESL teacher is supervised by the Principal and Assistant principal. Comp2Kids and Credit Suisse provide outside educational experience for the students. Personal computers were distributed to grade 6 students including Ells to assist them with their homework and class work.

Students who participate in the ESL program are divided into groups based on their English language proficiency. The students who enter with a more advanced oral and written communicative skill, are grouped so that the instruction can be delivered more efficiently and lessons in reading comprehension skills and vocabulary can be scaffolded for greater achievement in their regular content areas. Beginning and intermediate level students will benefit from a small instructional setting of no more than 12. In addition to ESL instruction, students at the beginning and intermediate levels will receive support in their native language through resources such as bilingual dictionaries, math manipulatives, and books. ELL students have full access to the computer lab and the math lab. The teachers are aware of the various scaffolding of ELL students with IEPs. These students also receive Academic

Intervention Services which include focus on decoding and basic and intermediate comprehension skills (using context clues to determine meaning) and identifying supporting evidence using details from the texts. All ELLs are encouraged to participate in After School Activities Extended Day in Language Arts and Mathematics, and Saturday Academy. These students are also encouraged to participate in extra-curricular activities such as Boys/ Girls Basketball, Cheerleading, Yearbook, and Flag football clubs.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

All parents/guardians of ELLs, who are entering a New York City public school for the first time, are required to participate in a parent/guardian orientation program. The orientation will be delivered in the parents' native language. If the parents' native language is not spoken by one of our facilitators, other bilingual staff or parental volunteers, the school will request outside services. Parents will learn how teachers will communicate with families on a regular basis via letters, phone calls, and/or in school meetings. Parents/guardians, regardless of experiences in their native homeland, are encouraged to become partners with the school and to take an active role in building the relationship. Parents are encouraged to meet with staff at two regularly scheduled conference dates following the first and second marking periods. Finally, parents/guardians are encouraged to play an active role in students' activities and visit the school and talk to staff and administration when they identify problems with their child's education or social status.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

The currently enrolled ESL students are sent an introduction letter by the ESL teacher. On the first day of school students are given a tour of the building and shown different resources that are available. Students are also placed in classes where they will be able to receive additional support from their peers.

- IV. Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

All staff is eligible to participate in a series of city-wide professional development programs for teachers of ELLs. The staff is informed of applicable out of school professional development and will be provided with a calendar of professional development being offered throughout the city.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

There are two guidance counselors, 1 IEP teacher 1 AIS Coordinator, 1 school psychologist, 1 speech therapist, and one school social worker available to assist all ELL students at all times. There are several teachers and school aides that are able to translate into Spanish, Creole and French. Additional support such as Achieve 3000 – a differentiated Instruction program with a focus on improving reading levels and 'I Can Learn' with a focus on math deficiencies are available to assist the students.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2010-11 A-2

School District: 16

Type of Program: ESL Bilingual Both
 (Check one only)

School Building 385

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		
		Bil	ESL																			
Arabic (ARB)																						
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)																				5		5
Vietnamese (VIE)																						
SUB TOTALS →																				5		5

Attach additional sheets if necessary.

Total Number of LEP students in grades 6-8
Identified in the Building in **2009-10** **20**

Total Number of LEP students in grades 6-8 **Served**
 in the Building in **2009-10** **TBD**

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2010-11 A-2(a)

School District: 16

Type of Program: ESL x Bilingual _____ Both _____
 (Check one only)

School Building 385

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)			
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served		
		Bil	ESL		Bil	ESL																
Arabic (ARB)	1		1	1		1																
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)	1		1																			
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)	4		4	6		6																
Vietnamese (VIE)																						
SUB →	6		6	7		7																
TOTALS																						

Total Number of LEP students in grades 6-12 and
 Special Ed.-K-12 **Identified** in the Building in 2010-11 18
 (Do not include long-term LEPs)

Total Number of LEP students in grades
 6 -12 and Special Ed.-K-12 **Served** in the
 Building in 2010-11 Bilingual _____ ESL 18

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-11

School Building: M.S. 385 District 16

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

		Number of Teachers 2010-2011		Number of Teaching Assistants or Paraprofessionals***		Total	
		Appropriately Certified*	Inappropriately Certified or Uncertified Teachers**	Bilingual Program	ESL Program		Bilingual Program
Bilingual Program	ESL Program						
	1						1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

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

Form TIII – A (1)(a) **N/A**

Grade Level(s) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

Form TIII – A (1)(b)

N/A

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

ATTACHMENT

MIDDLE SCHOOL 385

SCHOOL OF BUSINESS, FINANCE AND ENTREPRENEURSHIP

Glyn Marryshow, *Principal*

125 Stuyvesant Avenue
Brooklyn, New York 11221
718-602-3271 phone
718-602-3274 fax

Anne-Marie Malcolm, *Assistant Principal*
Claudia Sam, *Guidance Counselor*

GRADE K-8 LANGUAGE ALLOCATION POLICY (LAP)

Part I: SCHOOL ELL PROFILE

A. Language Allocation Policy Team Composition:

Principal: Mr. Glyn Marryshow

Assistant Principal: Ms. Anne-Marie Malcolm

Literacy Coach: Ms. Yolanda Rice

Math Coach: Wendy Gamble

ESL Teacher: Ms. Rachelle Lewis

Guidance Counselor: Claudia Sam

Teacher: Valerie Ramsey (ELA)

Parent: Ms. Yoshua Huins

Teacher: Jamie Hendrickson (Math)

Parent Coordinator: Dexter Patterson

Network Leader: Lucille Lewis

Related Services provider: Ms. Janet Worme

M.S. 385, *The School of Business, Finance, and Entrepreneurship*, is located in the Bedford-Stuyvesant community section of Brooklyn, New York. At present, the school shares the same building with J.H.S. 57 and Brooklyn Academy of Global finance (16K688). However, each school has developed its own organization. In addition, all three schools share the library, cafeteria, schoolyard and the gymnasium. All students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

M.S. 385 has a student population of 229 students from culturally diverse backgrounds. 175 students have African American background whereas 41 students have Hispanic background and have Spanish as their first language. MS 385 has one permanent licensed ESL teacher providing ESL services to an ELL student population of 15 students during the 2010-11 academic year.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

ELL IDENTIFICATION PROCESS

Parents are given a *Home Language Survey (HLIS)* to identify the child's native language proficiency. The administration of HLIS includes an informal oral interview in English and in the native language. Ms. Rachelle Lewis, the certified ESL teacher assists the parents in the administration of the HLIS. This survey lets us know what language the student uses at home. If HSLIS indicates that the child uses a language other than English, an informal interview is conducted in English and the native language to determine if the student requires administration of the *Language Battery Assessment (LAB-R)*. The *Language Battery Assessment (LAB-R)* is administered by Ms. Rachelle Lewis, the certified ESL teacher.

Performance in this test will determine and identify whether the child is an English Language Learner requiring English Language Development Services or is English Proficient.

Once the assessment is graded, the ESL Teacher notifies the parents of their child’s enrollment status. Ms. Lewis plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs that are available throughout the city and in our school. During the orientation to which the parents are invited in writing and via telephone and hosted by Ms. Lewis and other members of the LAP team, the parents have the opportunity to collect materials about ELL programs in their home language and to ask questions with assistance from a translator if necessary. Parents also have the opportunity to watch an informational video and visit the ESL and General Education classrooms. The three programs - Transitional Bilingual, Dual language, and Freestanding ESL Programs - that cater for English Language Learners are explained to the parents in detail. At the end of the orientation, the ESL teacher collects the Parent Survey and the Program Selection Form, where the parent indicates what program he/she is selecting for his/her child. All forms are collected at the end of the session. If the parent requires more time to make a decision, or the Parent Coordinator Mr. Dexter Patterson will follow up to ensure the return of the document. When the forms are not returned, Mr. Dexter Patterson, the Parent coordinator and Ms. Lewis make phone calls to remind them until the forms are returned.

A review of the Parent Survey and Program Selection Forms has shown that the parents mostly opted for the Free Standing ESL Program.

The only program that we have in our building is Freestanding ESL Program. If the parent chooses the Freestanding ESL (Pull-out/Push-in model) Program, the child is immediately enrolled in our program. The parents of students who have been identified as English Language Learners are provided an *Entitlement Letter*. The *Entitlement Letter* is provided to parents to inform them about the child’s identification and the child is enrolled in the program within ten days. If the parent chooses another instructional program, we provide the parent help in finding the closest school with this instructional model. If at any time, we have a population of 15 students whose parents are requesting a Bilingual Education Program, we will open a bilingual class for them.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English Language until they attain the ‘Proficient’ level that will allow them to enter a monolingual program.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, M.S 385 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children’s academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, members of our school community who are bilingual ensure communication between the school and the home.

PART III: ELL DEMOGRAPHICS

C. SCHOOL DEMOGRAPHICS

During the current 2010-11 academic year, 18 students which make up nearly 7.96% of the total number of 226 students in our school have been identified as English Language Learners. In the Freestanding ESL program, we offer ESL services to entitled general education and special education students in grades 6-8. The sixth grade ELL population consists of 5 students who attend general education classes. 1 among them is a newcomer. The seventh grade ELL population consists of 6 students who attend general education classes. 2 among them are newcomers. The eighth grade ELL population consists of 7 students; 6 of them attend who attend general education classes. One among them 1 is a newcomer. 1 student attends a self-contained special class.

ELL PROGRAM BREAKDOWN

PUSH-IN/PULL-OUT	FREE STANDING ESL			TOTAL
	GRADE 6	GRADE 7	GRADE 8	
TOATAL	4	5	6	15

The table below shows the breakdown of our ELLs according to their home language.

HOME LANGUAGE BREAKDOWN

NUMBER OF ELLs BY GRADE IN EACH LANGUAGE GROUP				
HOME LANGUAGE	GRADE 6	GRADE 7	GRADE 8	TOTAL
SPANISH	4	4	6	14
FRENCH	0	1	0	1
TOTAL	4	5	6	15

Freestanding English as a Second Language Program

Of the total 18 ELLs, 8 students have received ESL services between 0-3 years 4 have received ESL services 4-6 years, and 6 students have completed 6 years or more.

ELLs BY SUBGROUPS									
ELLs (0-3 YEARS)			EELS 4-6 YEARS)			ELLs (COMPLETED 6 YEARS)			TOTAL
ALL	SIFE	SPECIAL ED	ALL	SIFE	SPECIAL ED	ALL	SIFE	SPECIAL ED	
7	0	0	4	0	0	4	0	1	15

PROGRAMMING AND SCHEDULUNG

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Instruction is delivered in a pull-out ESL model of 45 minutes periods with small, ungraded groups of 4 to 6 students who are on the same language proficiency level. Students follow the same curriculum as monolingual students and the ESL teacher collaborates with the monolingual to share assessment data and next steps. This provides the students, preparation for transition to monolingual settings.

In order to ensure that the mandated instructional period of time is provided according to proficiency levels, the ESL teacher is provided the data showing each student's NYSESLAT scores and corresponding mandated requirement of instructional time. The ESL teacher creates the ESL schedule which is approved by the Principal of the school to ensure compliance. Students at the Beginner and Intermediate Proficiency Levels receive eight 45-minute periods of ESL instruction which includes ESL instruction in Literacy and content areas per week. Students at the Advanced Proficiency level receive four 45-minutes periods of ESL instruction. ESL instruction utilizes hands-on activities and use of graphic organizers in small groups.

NYC CR PART 154 MANDATED NUMBER OF UNITS OF SUPPORT FOR ELLs, GRADES K-8			
FOR ALL PROGRAM MODELS	BEGINNING	INTERMEDIATE	ADVANCED
ESL instruction for all ELLs as Required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

In order to maximize language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction as well as tailor as well as tailor additional content instruction to meet the needs of the ELLs. ESL students receive content area instruction from monolingual teachers who incorporate ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and make the content comprehensible and enrich language development. ELL students receive two periods of ELA Academic Intervention Services per week, six periods of ELA instruction, and are encouraged to participate in our afterschool and Saturday school programs. Our plan includes individual plans to facilitate the growth of students in the modalities that they must master in order to attain 'Proficient' level on the NYSESLAT and then transition into a monolingual program. Teachers consistently analyze the data to address the academics needs of these students and provide differentiated instruction to support growth in academic vocabulary and written language. In addition, teachers focus on developing

higher order thinking skills to enhance their reading comprehension skills. The I.E.P. goals of special needs will be aligned with their NYSESLAT needs in order to ensure that they are sufficiently prepared for this test.

Our targeted intervention program for the ELLs in ELA, Math, and other content areas include:

- ELA Academic Intervention Services (all language levels)
- Math Academic Intervention Services (all language levels)
- Achieve 3000 Differentiated Instruction Reading Program (all language levels)
- I can Learn Online Math Program (all language levels)

All programs will continue even after progress is observed for ELL students receiving these services. ELL's are afforded equal access to and participation in all school programs and receive instruction alongside their peers.

We hold summer orientation for students and families to familiarize them to the school, answer questions, and take suggestions.

In order to help students make progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers
- Assisting students during work periods, Conferencing with students in and out of class, Informal Assessments, and Running Records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

ELL's who attain Proficient rating in their NYSESLAT will continue to have Testing Accommodations for a further period of two years.

NATIVE LANGUAGE SUPPORT AND NATIVE LANGUAGE SUPPORT

Native language support is provided using bilingual libraries, native language classroom libraries, technology enrichments in native language.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

Our teachers create individual professional development plans related to their professional needs and teaching responsibilities. Once teachers choose their goals, they are invited to meet these goals through study groups, professional development workshops, and other learning opportunities. Ms. Evelyn Cruz, the ELL Instructional Support specialist from C.F.N. 304 together with the ESL teacher Ms. Rachelle Lewis conducts in-house Professional Development for all teachers on the topics listed below.

1. Identification Process of English Language Learners
2. CR Part 154 requirements
3. Analyzing the data for ELL's
4. Understanding the needs of the ELL's
5. Review of NYSESLAT scores
6. Scaffolding strategies for ELL's
7. Strategies for developing academic vocabulary reading skills for ELL's

PARENTAL INVOLVEMENT

At our school, we value and support parental involvement, especially related to the parents of ELL students. During Parent Teacher conferences and Orientation Meeting for new ELL's invitation letters are sent in native languages and agenda of the meeting is also prepared in native languages. Programs for the ELL's form an item of discussion in agenda for the meetings. One individual who can translate the proceeding in the language of the ELL's is always present

at the meetings. They are also provided help in understanding the structure of LAB-R testing, NYSESLAT, Periodic Assessments, and NYS Intermediate Level School Testing in ELA, Math, and science. Our ELL families are invited to all school events, our ELL information sessions, and to visit our ELL classroom. We also plan and conduct parental engagement activities related to ARIS and literacy to attract the participation of ELL families.

PART IV: Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2009-10, our sixth grade population is the largest one. The table below shows the proficiency levels attained by our ELLs in grades 6-8 in the 2010 NYSESLAT.

2010 OVERALL NYSESLAT PROFICIENCY RESULTS				
	GRADE 6	GRADE 7	GRADE 8	TOTAL
BEGINNER (B)	0	2	0	2
INTERMEDIATE (I)	3	2	4	9
ADVANCED (A)	1	1	2	4
TOTAL	4	4	6	15

All the students scored higher in listening and speaking than in reading and writing. The data reveals that our students need to make greater strides from year to year in NYSESLAT. Of the students that took the NYSESLAT, 3 moved from Beginner proficiency level to Intermediate proficiency level, four students remained on Advanced proficiency level, 2 students remained on the Beginner proficiency level, 2 students regressed from Intermediate to Beginner proficiency level, 2 students who took the test for the first time scored at the Beginner proficiency level, and 1 student who took the test for the first time scored at the Intermediate proficiency level.

The tables below show the performance levels attained by our ELLs in the 2009 New York State ELA and Math tests.

2010 NYS ELA					
GRADE	LEVEL 1	LEVEL2	LEVEL3	NOT TESTED	TOTAL
6	2	2	0	0	4
7	2	1	0	2	5
8	2	2	1	1	6
TOTAL	6	5	1	3	15

2009 NYS MATH										
GRADE	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		NOT TESTED	TOTAL
	ENGLISH	NL	ENGLISH	NL	ENGLISH	NL	ENGLISH	NL		
6	2	0	1	0	1	0	0	0	0	4
7	1	0	1	0	1	0	0	0	2	5
8	0	0	4	0	2	0	0	0	1	6
TOTAL	2	0	2	0	9	0	0	0	6	15

Test Results Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Utilization of the Achieve 3000 and "I Can Learn" Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are utilizing this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in research based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are utilizing this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
 - Analyze ELL's data to become well-informed about the performance of each ELL in order to make sound educational decisions.
 - Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems
 - Incorporating writing as a component of the mathematics lesson, e.g. journals
 - Provide opportunities to convey to others problem solving strategies and the justification of their answer
 - Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction
 - Collaboration between content area and ESL teachers to map out student specific needs.
 - Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
 - Ensure that Math coach works closely with teachers to support rigorous instruction
-
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
 - Encourage their participation in the Achieve 3000 and I Can Learn Math to enrich their language and academic skills

Plan for Special Needs Students

We have one ELL in a special class. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school and as part of our Saturday Academy.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - A. **The school secretary distributes and analyzes the Parent Language Survey.**
 - B. **The school secretary communicates with parents as they come to the school to assess their primary language assisted by the ESL teacher and school aids when necessary.**
 - C. **As parents and teachers meet for conferences, they are asked to assess and report the parent's language preference and ability and report it to the school secretary.**
 - D. **The school maintains a record of the primary language of each parent in ATS and on the student emergency card.**

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.
 - A. **Approximately 7% of our school population is in need of language translation/ interpretation services**
 - i. Spanish
 - ii. Creole
 - iii. French

 - B. **All teachers are provided with a list of students who are ELLs. During parent/Teacher conferences non-English speaking parents are provided translators to facilitate communication with the teachers.**

 - C. **Grade Team Leaders have active discussions with teachers on grade level to determine other resources available for parents and students.**

 - D. **Parent workshops/meetings are limited to English speaking presenters thus resulting in low attendance of non English speaking parents.**

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.

In order to service the needs of the parents, the following procedures are done.

- A. Teachers and the school secretary disseminate translated copies of letters and school correspondence as needed.**
 - B. School Aides and Bi-lingual teachers translate written documents.**
 - C. Online translation resources are obtained.**
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.
 - A. The school's bilingual School Aide and Paraprofessional place phone calls and translate pertinent documents for parents and student who speak Spanish.**
 - B. The three Haitian teachers are used as a resource to translate pertinent documents for parents and students that speak French and Creole.**
 - C. There is still a small population of students whose parents speak Chinese, Mandarin, and Bengali whose primary documents are downloaded from the DOE website and other translation website. Oral communication if necessary is obtained from other relatives, family members and the DOE translation unit.**
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>.
 - A. The School provides each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities. This includes their rights regarding translation and interpretation services.**
 - B. The School posts a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.**
 - C. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from communicating with the school's office due to language barriers.**
 - D. The school obtains forms and signs from the Translation and Interpretation Unit.**
 - E. The school refers parents to the DOE's Translation and Interpretation Unit because it provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$210,581	49,282	259,863
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,105		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,529	*	
4. Enter the anticipated 10% set-aside for Professional Development:	21058	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities.

Middle School 385/School of Business, Finance, and Entrepreneurship will take the following actions to involve parents as part of the Parental Involvement plan:

- **Host orientation for the parents of incoming students before the beginning of the school year.**
- **Host a meeting for the parents of all students at the beginning of the school year to provide assistance to parents in understanding topics such as:**
 - **The state’s academic content standards**
 - **The State’s student academic achievement standards**
 - **The State and local assessments including alternate assessments including NYC ITA, Predictive Assessments, and NYSAA**
 - **The State and local academic assessments including alternate assessments including NYC ITA, Predictive Assessments, and NYSAA.**
 - **Monitoring their child’s progress**
 - **Collaborating with educators**
- **Build the school’s and parents’ capacity for strong parental involvement and to support a partnership with the parent and the community to ensure student academic achievement as stated below:**

- **The school will provide materials and training to enable parents to work with their children to build/enhance proficiency in literacy training and utilize advanced technology as appropriate.**
- **The Parent coordinator will serve as a liaison between parents and the school. Responsibilities will include coordinating workshops, school-wide events, and creating monthly calendars.**
- **Organize follow-up parent meetings for training on new programs introduced in the school.**
- **Invite parents with issues/concerns to be addressed by the Parent Coordinator/Administration as deemed necessary**
- **Schedule parent workshops as the need arises to inform parents of new programs implemented by the DOE and to assist the students with strategies that will enhance their performance.**
- **Provide parents with calendars of conferences/meetings and school's special events**

Middle School 385/School of Business, Finance, and Entrepreneurship will provide parents with reports on their progress of their children periodically as shown below:

- **Schedule two Parent/Teacher conferences annually to provide parents the opportunity to discuss their child's academic progress/behavioral concerns one-on-one with the teachers.**
- **Ensure that the parents are given advance notice regarding parent/teacher conferences to enable them make necessary arrangements so that they can attend these conferences.**
- **Schedule Parent Teacher conferences throughout the year as the need arises to discuss individual student achievement/parental concerns.**
- **Prepare monthly progress reports to inform parents of students identified as at-risk along with referrals for evaluations as required based on school policy.**
- **Prepare report cards four times a year to inform parents of the academic progress/promotion status.**

Middle School 385/School of Business, Finance, and Entrepreneurship will provide parents access to staff for consultation as the need arises. This will be done following guidelines listed below:

- **Schedule appointments with teachers during their unassigned periods so as avoid disruption of classroom instruction.**

- **Use emails/phone calls for consultation when parents are unable to schedule a visit.**

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Middle School 385/School of Business, Finance, and Entrepreneurship and the parents of students participating in Activities, services, and programs funded by Title I, Part A of the Elementary and Secondary education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and students will share the responsibility for improving student academic achievement and the ways by which the school and parents will develop a partnership to enable the students meet/exceed state standards. The school-parent compact is in effect during the school year 2010-2011.

School-Parent Compact Provisions

School Responsibilities

Middle School 385/School of Business, Finance, and Entrepreneurship will:

- **Organize an effective Parent Teacher Association and a School Leadership Team and provide parents with the working knowledge of the Department of Education policies and procedures in conjunction with the parents' rights and responsibilities and provide parents opportunities for regularly scheduled meetings to formulate suggestions and participate in the decision making process regarding the educational needs of their children.**
- **Provide high quality instruction as required by the curriculum that will enable the students meet/exceed state standards.**
- **Provide parents information about Title I, Part A programs that describe and explain the school's curriculum and forms of assessments used to measure students' progress along with proficiency levels that they are expected to meet.**
- **Provide frequent progress reports that will be mailed to the parents to ensure that they receive them.**

- Hold parent conferences at least twice annually to discuss individual student progress.
- Provide parents reasonable access to staff through scheduled appointments with teachers during their unassigned periods so as avoid disruption of classroom instruction. The parent coordinator will help parents with any urgent questions/concern.
- Provide parents bilingual assistance as/when necessary.
- Provide information to parents in an understandable format and in a language that they can understand including alternative formats for parents with disabilities.
- Provide parents opportunities to volunteer, observe/participate their child's classroom activities in the following manner:
 - ◆ Parents can arrange classroom visits with their grade advisor, subject teacher/parent coordinator.
 - ◆ Parents are always needed as chaperons for trips and other school events. Outreach will be made by the staff for parent participation.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy in an ongoing and timely manner. Leadership team will devote part of monthly meetings for assessment and reflection.
- Provide parents individual report about the performance of students in state assessments.

Parent Responsibilities

We, as parents, will provide support for our children's learning in the following ways:

- Keeping informed about my child's education and communicating with the school promptly about correspondence received by mail or sent through my child.
- Monitoring attendance/punctuality of my child and ensuring that my child is in school every day.
- Discussing with my child his/her school activities daily.
- Maintain high expectations for my child and encourage and praise achievements
- Ensuring that homework is completed when assigned
- Monitoring television viewing

- **Adhering to the school's uniform policies**
- **Volunteering at my child's school**
- **Participating in school activities and the decision making process in matters relating to my child's education.**
- **Providing my child a quiet place that is conducive for studying at home.**
- **Supporting the school's discipline policy**
- **Assisting my child in understanding consequences for inappropriate behavior in the school environment.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

N/A

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. *Note:* If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$ _____; 10% of Title I allocation = \$ _____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

N/A

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production,

composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are

addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Administration and Coach continuously review and make adjustments to State pacing calendars and grade specific teaching points and analyze data on standardized tests and periodic assessments.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Teachers meet to revise teaching points and pacing calendars on an ongoing basis as they analyze standardized and teacher made assessment data.
Students have made progress in performance levels.**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring

and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

MS 385 utilizes Impact Mathematics in Grades 6 and 7 and Glencoe Pre Algebra in Grade 8. Impact is aligned with New York State standards. In addition, our school supplements instruction with the Glencoe Series for all grades, and this resource emphasizes both process and content strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Students in our school have made significant improvement in their performance levels.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

The Principal and the assistant principal conduct frequent discussion with ELA teachers and formal and informal observation in

classrooms. The team focuses on the implementation of differentiated instruction, workshop model, and a high level of engagement among students.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Direct instruction is of significance in the classroom. Walkthroughs are done to observe the delivery of instruction in the classroom.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Formal and informal observations in classrooms support a high level of student engagement. We do not agree that direct instruction result in poor learning. Students’ survey indicates that 86% of the students stated that their “teachers inspired them to learn”.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

UPDATED – MARCH 2011

Mathematics instructional practices involving direct instruction in our school result in favorable outcomes with regard to student achievement. There fore we cannot accept the findings of the audit.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Assessment of teacher turnover data

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Our school has had low teacher turnover over the past four years.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not

believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Survey of teachers to analyze curriculum findings and participation in professional development regarding curriculum, instruction, and monitoring progress for ELLs was conducted.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Survey indicated that further professional development in this area is needed.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

PD offered to teachers by Central will be made more open to all staff.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Teachers disaggregate the NYSESLAT data and compare the raw scores to the scale scores to determine the proficiency levels of students. Teachers provide standards-based instruction incorporating ESL strategies and methodologies into ELA classes and into content area instruction that includes all four strands: reading, writing, listening and speaking in English.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data for ELL students is consistently shared with all teachers in a timely fashion. Data is disaggregated by proficiency level, length of time in the United States and the stage of language acquisition of the student.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Teachers are familiar with the content of the Special Education program and there exists an ongoing collaboration among Special and General Education Teachers in matters relating to mainstreaming and differentiated instruction and also there is dissemination of I.E.P. information regarding students with I.E.P.s among General Education Teachers.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Professional development has been provided to all teachers on the functional use of the IEP.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

I.E.P.s are reviewed at the beginning of the school year for monitoring the delivery of instruction in special education classrooms. NYS ELA and Math data are also analyzed. Accommodations/modifications are provided to all students as per mandates on their I.E.P.s. In addition, behavioral goals are included on the I.E.P.s of students with behavioral issues.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers are given support by the IEP teacher to assist in writing a standards-based IEP and providing appropriate testing accommodations and/or modifications. Professional development is continuously made available on promotional criteria, and moving students into the Least Restrictive Environment and writing Behavior Intervention Plans. Behavioral goals and Behavior Intervention Plans are included in the I.E.P. s for students with behavioral issues.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

4

2. Please describe the services you are planning to provide to the STH population.

The following services will be provided to the STH population:

- Bussing/Metro card Services for Saturday Programs
- Counseling Services/ Additional Counseling on Saturdays
- Afterschool and Saturday Academy

Part B: FOR NON-TITLE I SCHOOLS

N/A

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	School of Business, Finance and Entrepreneurship					
District:	16	DBN:	16K385	School		331600010385

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.2	87.7	86.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.3	91.3	91.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	78	68	74	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	111	71	70		71.0	78.6	78.6
Grade 8	88	112	79				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	10	12
Grade 12	0	0	0				
Ungraded	2	2	3	Recent Immigrants - Total Number:			
Total	279	253	226	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	40	45	Principal Suspensions	3	5	1
# in Collaborative Team Teaching (CTT) Classes	5	18	16	Superintendent Suspensions	16	10	8
Number all others	24	19	18				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	31	32	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	6
# receiving ESL services only	12	20	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	6	6	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	7	24	% fully licensed & permanently assigned to this school	100.0	96.9	96.2
				% more than 2 years teaching in this school	61.3	62.5	74.2
				% more than 5 years teaching anywhere	54.8	62.5	80.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	78.0	87.1
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	80.3	87.3	75.7
Black or African American	81.7	79.4	78.3				
Hispanic or Latino	15.8	17.8	20.4				
Asian or Native Hawaiian/Other Pacific	2.2	2.4	0.4				
White	0.4	0.4	0.9				
Male	54.8	54.5	56.6				
Female	45.2	45.5	43.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	67.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 304	District 16	School Number 385	School Name M.S. 385
Principal Mr. Glyn Marryshow		Assistant Principal Anne-marie Malcolm	
Coach Ms. Yoalnda Rice		Coach Ms. Wendy Gamble	
Teacher/Subject Area Ms. Rachelle Lewis (ESL)		Guidance Counselor Ms. Claudia sam	
Teacher/Subject Area Valerie Ramsey (ELA)		Parent Ms. Yosha Huins	
Teacher/Subject Area Ms. Jamie Hendrickson		Parent Coordinator Mr. Dexter Patterson	
Related Service Provider Ms. Janet Worme		Other N/A	
Network Leader Ms. Lucille Lewis		Other N/A	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	226	Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	7.96%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Parents are given a Home Language Survey (HLIS) to identify the child's native language proficiency. The administration of HLIS includes an informal oral interview in English and in the native language. Ms. Rachelle Lewis, the certified ESL teacher assists the parents in the administration of the HLIS. This survey lets us know what language the student uses at home. If HSLIS indicates that the child uses a language other than English, an informal interview is conducted in English and the native language to determine if the student requires administration of the Language Battery Assessment (LAB-R). The Language Battery Assessment (LAB-R) is administered by Ms. Rachelle Lewis, the certified ESL teacher. Performance in this test will determine and identify whether the child is an English Language Learner requiring English Language Development Services or is English Proficient.

Once the assessment is graded, the ESL Teacher notifies the parents of their child's enrollment status. Ms. Lewis plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs that are available throughout the city and in our school. During the orientation to which the parents are invited in writing and via telephone and hosted by Ms. Lewis and other members of the LAP team, the parents have the opportunity to collect materials about ELL programs in their home language and to ask questions with assistance from a translator if necessary. Parents also have the opportunity to watch an informational video and visit the ESL and General Education classrooms. The three programs - Transitional Bilingual, Dual language, and Freestanding ESL Programs - that cater for English Language Learners are explained to the parents in detail. At the end of the orientation, the ESL teacher collects the Parent Survey and the Program Selection Form, where the parent indicates what program he/she is selecting for his/her child. All forms are collected at the end of the session. If the parent requires more time to make a decision, or the Parent Coordinator Mr. Dexter Patterson will follow up to ensure the return of the document. When the forms are not returned, Mr. Dexter Patterson, the Parent coordinator and Ms. Lewis make phone calls to remind them until the forms are returned.

A review of the Parent Survey and Program Selection Forms has shown that the parents mostly opted for the Free Standing ESL Program.

The only program that we have in our building is Freestanding ESL Program. If the parent chooses the Freestanding ESL (Pull-out/Push-in model) Program, the child is immediately enrolled in our program. The parents of students who have been identified as English Language Learners are provided an Entitlement Letter. The entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the program within ten days. If the parent chooses another instructional program, we provide the parent help in finding the closest school with this instructional model. If at any time, we have a population of 15 students whose parents are requesting a Bilingual Education Program, we will open a bilingual class for them.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							5	6	7					18
Total	0	0	0	0	0	0	5	6	7	0	0	0	0	18

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	0	0	4			6		1	18
Total	8	0	0	4	0	0	6	0	1	18

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	4	6					15
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic								1	1					2
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	6	7	0	0	0	0	18

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

PROGRAMMING AND SCHEDULUNG

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Instruction is delivered in a pull-out ESL model of 45 minutes periods with small, ungraded groups of 4 to 6 students who are on the same language proficiency level. Students follow the same curriculum as monolingual students and the ESL teacher collaborates with the monolingual to share assessment data and next steps. This provides the students preparation for transition to monolingual settings.

In order to ensure that the mandated instructional period of time is provided according to proficiency levels, the ESL teacher is provided the data showing each student's NYSESLAT scores and corresponding mandated requirement of instructional time. The ESL teacher creates the ESL schedule which is approved by the Principal of the school to ensure compliance. Students at the Beginner and Intermediate Proficiency Levels receive eight 45-minute periods of ESL instruction which includes ESL instruction in Literacy and content areas per week. Students at the Advanced proficiency level receive four 45-minutes periods of ESL instruction. ESL instruction utilizes hands-on activities and use of graphic organizers in small groups.

In order to maximize language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction as well as tailor as well as tailor additional content instruction to meet the needs of the ELLs. ESL students receive content area instruction from monolingual teachers who incorporate ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and the content comprehensible and enrich language development. ELL students receive two periods of ELA Academic Intervention Services per week, six periods of ELA instruction, and are encouraged to participate in our afterschool and Saturday school programs. Our plan includes individual plan to facilitate their growth in the modalities that they must master in order to attain 'Proficient' level on the NYSESLAT and then transition into a monolingual program. Teachers consistently analyze the data to address the academics needs of these students and provide differentiated instruction to support growth in academic vocabulary and written language. In addition, teachers focus on developing higher order thinking skills to enhance their reading comprehension skills. The I.E.P. goals of special needs will be aligned with their NYSESLAT needs in order to ensure that they are sufficiently prepared for this test.

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

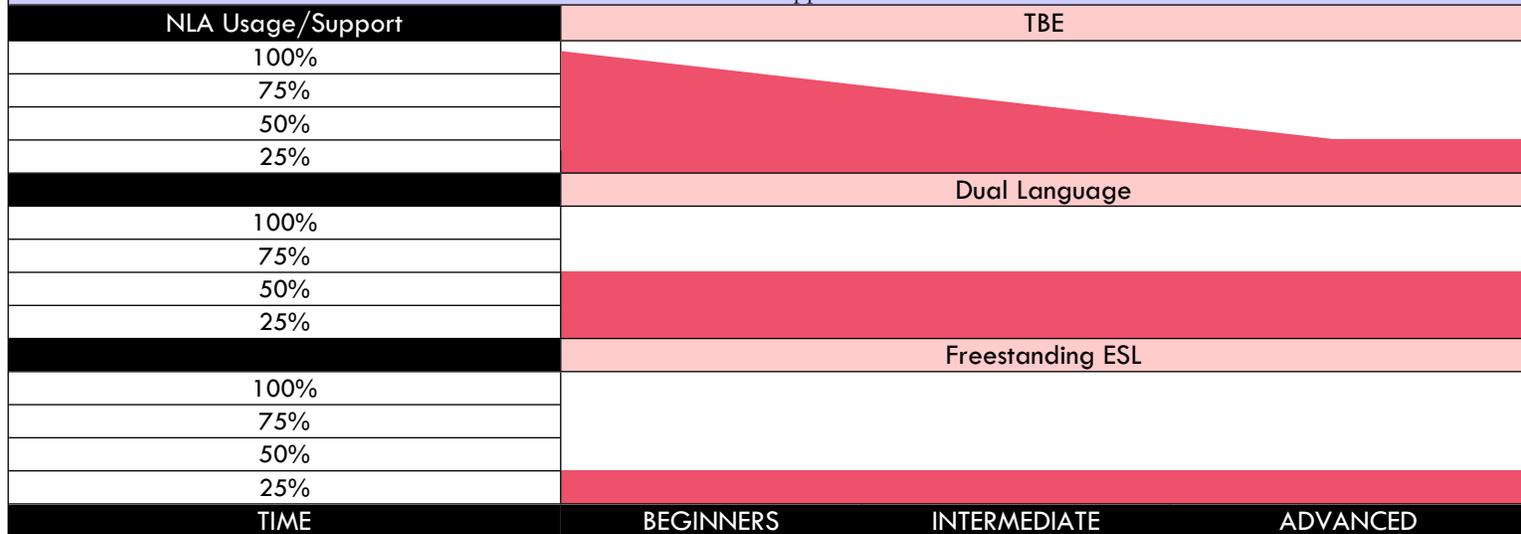
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Our targeted intervention program for the ELLs in ELA, Math, and other content areas include:

- ELA Academic Intervention Services (all language levels)
- Math Academic Intervention Services (all language levels)
- Achieve 3000 Differentiated Instruction Reading Program (all language levels)
- I can Learn online math program (all language levels)

All programs will continue even after progress is observed for ELL students receiving these services. ELLs are afforded equal access to and participation in all school programs and receive instruction alongside their peers.

We hold summer orientation for students and families to familiarize them to the school, answer questions, take suggestions.

In order to help students make progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Our teachers create individual professional development plans related to their professional needs and teaching responsibilities. Once teachers choose their goals, they are invited to meet these goals through study groups, professional development workshops, and other learning opportunities. Our ELL Support Specialist plans and provides professional development opportunities for our teachers throughout the year.

E. Parental Involvement

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

Paste response to questions 1-4 here

At our school, we value and support parental involvement, especially related to the parents of ELL students. During Parent Teacher conferences and Orientation Meeting for new ELL's invitation letters are sent in native languages and agenda of the meeting is also prepared in native languages. Programs for the ELL's form an item of discussion in agenda for the meetings. One individual who can translate the proceeding in the language of the ELL's is always present at the meetings. They are also provided help in understanding the structure of LAB-R testing, NYSESLAT, Periodic Assessments, and NYS Intermediate Level School Testing in ELA, Math, and science. Our ELL families are invited to all school events, our ELL information sessions, and to visit our ELL classroom. We also plan and conduct parental engagement activities related to ARIS and literacy to attract the participation of ELL families.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	2	0					2
Intermediate(I)							3	2	4					9
Advanced (A)							1	1	2					4
Total	0	0	0	0	0	0	4	5	6	0	0	0	0	15

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

Paste response to questions 1-6 here

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Utilization of the Achieve 3000 and 'I Can Learn' Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Additional Information

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

Paste additional information here

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are utilizing this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in research based Instructional Strategies
- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are utilizing this year.

Additional Information

They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and I Can Learn Math to enrich their language and academic skills

Plan for Special Needs Students

We have one ELL in a special class. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school and as part of our Saturday Academy.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		