



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME : SCHOOL OF BUSINESS, FINANCE, AND  
ENTREPRENEURSHIP**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K385

PRINCIPAL: **GLYN MARRYSHOW** EMAIL: GMARRYS@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
<b>Glen Marryshow</b>	*Principal or Designee	
<b>Riquet Figaro</b>	*UFT Chapter Leader or Designee	
<b>Latanya Harrison</b>	*PA/PTA President or Designated Co-President	
<b>N/A</b>	DC 37 Representative, if applicable	
<b>N/A</b>	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
<b>N/A</b>	CBO Representative, if applicable	
<b>Claudia Sam</b>	Member/Chairperson	
<b>Rachelle Lewis</b>	Member/Teacher	
<b>Yvonne Craffy</b>	Member/Teacher	
<b>Dexter Patterson</b>	Member/Parent Coordinator	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

#### **ENGLISH LANGUAGE**

To increase the number of students achieving proficiency on the 2011 NYS ELA exam

After conducting a needs assessment, it was found that the percent of students performing at levels 3 and 4 on the 2011 NYS 28% of the all the students scored above the level 3. The percentage of the students who score above levels 3 will increase by five percent as measured by the NYS ELA Exam in April 2012.

### **Comprehensive needs assessment**

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

Middle School 385's Instructional Leadership Team used a variety of methods to review the school's program and student achievement in ELA. 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
- NYS ELA test scores and data analyses available in NY Start
- Annual School Report Card
- DAA School Profile Reports
- Acuity Predictive and Instructionally Targeted Interim Assessments
- Student portfolios
- Teacher made assessments

Based on data analysis/findings, we found the following:

- There is a need for staff-wide effective follow-up professional development on the Common Core State Standards.
- There is a need to provide additional academic intervention for our Hispanic population.

In the spring of 2011 a total of 211 students took the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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	67	24%	48%	28%	0%

GENERAL EDUCATION	45	13%	49%	38%	0%
SPECIAL EDUATION	22	45%	45%	9%	0%
AFRICAN AMERICANS	54	20%	50%	30%	0%
HISPANICS	13	38%	38%	23%	0%
FEMALE	30	20%	53%	27%	0%
MALE	37	27%	43%	30%	0%
ENGLISH PROFICIENT	63	21%	49%	30%	0%
LEP	04	75%	25%	0%	0%
ECONOMICALLY DISADVANTAGED	67	24%	48%	28%	0%

GRADE 7

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	65	14%	62%	25%	0%
GENERAL EDUCATION	43	05%	58%	37%	0%
SPECIAL EDUATION	22	32%	68%	0%	0%
AFRICAN AMERICANS	53	13%	62%	25%	0%
HISPANICS	12	17%	58%	25%	0%
FEMALE	32	09%	56%	34%	0%
MALE	33	18%	67%	15%	0%
ENGLISH PROFICIENT	61	13%	61%	26%	0%
LEP	04	25%	75%	0%	0%
ECONOMICALLY DISADVANTAGED	65	14%	62%	25%	0%

GRADE 8

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	79	14%	56%	30%	0%
GENERAL EDUCATION	53	04%	55%	42%	0%
SPECIAL EDUATION	26	35%	58%	08%	0%
AFRICAN AMERICANS	60	12%	57%	32%	0%
HISPANICS	17	18%	59%	24%	0%
ASIAN	01	100%	0%	0%	0%
WHITE	01	0%	0%	100%	0%
FEMALE	30	10%	47%	43%	0%
MALE	49	16%	61%	22%	0%
ENGLISH PROFICIENT	73	14%	53%	33%	0%
LEP	06	17%	83%	0%	0%
ECONOMICALLY DISADVANTAGED	79	14%	56%	30%	0%

In the spring of 2010 a total of 246 students took the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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	69	26%	52%	22%	0%
7	74	30%	41%	27%	3%
8	105	18%	57%	23%	2%

As evidenced by the New York State ELA test scores data of spring 2010 and spring 2011, the number of Level 1 students in grade 7 was decreased by 12%, the number of Level 2 students in grade 7 was increased by 10%, the number of Level 3 students increased by 3% compared to their performance in grade 6 and the number of Level 4 students remained the same.

Similarly, the number of Level 1 students in grade 8 was decreased by 16%, the number of Level 2 students in grade 8 was increased by 15%, and the number of Level 3 students was increased by 3%, and the number of Level 4 students decreased by 3% compared to their performance in grade 7.

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 instruction
- Following the workshop model to maximize instruction
- Differentiating instruction in ELA classrooms
- Increasing performance levels of Special Needs students
- Working towards increasing parental involvement in our school through workshops for parents, technology.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Our school will use the following strategies activities to achieve the goal.

- 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 Extended Day – Teachers, ongoing
- Professional development in differentiated instruction – Administration, Teachers, ongoing
- Professional development in strategies to address the needs of the Hispanic population, ongoing

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our school will

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- provide assistance to parents in understanding City, State and Federal standards and assessments.
- provide assistance to parents in understanding City, State and Federal standards and assessments support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This

includes providing technical support and ongoing professional development, especially in developing leadership skills.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All our ELA teachers are state certified. They will be encouraged to participate in professional development activities and workshops in order to enhance their effectiveness in achieving the goal set forth.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our schools involvement in the Violence Prevention Program designed and implemented by the 81<sup>st</sup> Pricinct helps to created school tone that is conducive for learning.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We use our Contract for Excellence Allocation to support the continuing professional development of our staff making them more professionally effective and qualified. Our Children First Funding helps provide afterschool tutoring to our students address the needs of the students who score below Level 3 on the New York State ELA Exam.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

To increase the number of students achieving proficiency on the 2011 NYS Mathematics exam

- After conducting a needs assessment, it was found that the percent of students performing at levels 3 and 4 on the 2011 NYS 57% of the all the students scored above the level 3. The percentage of the students who score above levels 3 will increase by five percent as measured by the NYS Math Exam in May 2012.

### **Comprehensive needs assessment**

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

Middle School 385's Instructional Leadership Team used a variety of methods to review the school's program and student achievement in Math. 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
- NYS Math test scores and data analyses available in NY Start
- Annual School Report Card
- DAA School Profile Reports
- Acuity Predictive and Instructionally Targeted Interim Assessments
- Student portfolios
- Teacher made assessments

In the spring of 2011 a total of 213 students took the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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	03%	40%	37%	21%

GENERAL EDUCATION	46	02%	30%	41%	26%
SPECIAL EDUATION	22	05%	59%	27%	09%
AFRICAN AMERICANS	54	02%	41%	37%	20%
HISPANICS	14	07%	36%	36%	21%
FEMALE	31	03%	48%	29%	19%
MALE	37	03%	32%	43%	22%
ENGLISH PROFICIENT	63	02%	40%	38%	21%
LEP	05	20%	40%	20%	20%
ECONOMICALLY DISADVANTAGED	68	03%	40%	37%	21%

GRADE 7

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	66	12%	44%	32%	12%
GENERAL EDUCATION	44	09%	32%	41%	18%
SPECIAL EDUATION	22	18%	68%	14%	0%
AFRICAN AMERICANS	54	13%	49%	26%	13%
HISPANICS	12	08%	25%	58%	08%
FEMALE	33	18%	39%	30%	12%
MALE	33	06%	48%	33%	12%
ENGLISH PROFICIENT	62	13%	42%	32%	13%
LEP	07	0%	75%	25%	0%
ECONOMICALLY DISADVANTAGED	66	12%	44%	32%	12%

GRADE 8

ETHNIC SUBGROUPS	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	79	09%	35%	41%	15%
GENERAL EDUCATION	53	4%	30%	43%	23%
SPECIAL EDUATION	26	19%	46%	35%	0%
AFRICAN AMERICANS	60	10%	42%	37%	12%
HISPANICS	17	0%	18%	59%	24%
ASIAN	01	100%	0%	0%	0%
WHITE	01	0%	0%	0%	100%
FEMALE	30	10%	30%	40%	20%
MALE	49	08%	39%	41%	12%
ENGLISH PROFICIENT	73	10%	36%	40%	15%
LEP	06	0%	33%	50%	17%
ECONOMICALLY DISADVANTAGED	79	9%	35%	41%	15%

In the spring of 2010 a total of 246 students took the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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	68	10%	40%	34%	16%
7	74	12%	49%	28%	11%
8	104	18%	33%	31%	18%

As evidenced by the New York State math test scores data of winter 2010 and 2011, the number of Level 1 students in grade 7 increased by 2%, the number of Level 2 students in grade 7 students increased by 4%, the number of Level 3 students decreased by 2% and the number of Level 4 students in grade 7 decreased by 4% compared to their performance in grade 6.

Similarly, the number of Level 1 students in grade 8 decreased by 3%, the number of Level 2 students in grade 8 decreased by 14%, the number of Level 3 students in grade 8 decreased by 13%, and the number of Level 4 students was increased by 4%, compared to their performance in grade 7.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- . Our school will use the following strategies activities to achieve the goal.
  - Administer pre & post-unit assessments at all grade levels aligned to NYS standards and modeled on NYS Mathematics examination  
Responsibility: Math Coach & Teachers      Timeline: Sept., Oct., Feb., May 2012
  - Implement a Problem of the Week for each grade level that addresses problem-solving strategies and address deficiencies in solving word problems.  
Responsibility: Math Coach prepares- teachers administer      Timeline: Weekly
  - Student-centered learning within the Workshop Model framework will be the focus of instruction in the Mathematics department.  
Responsibility: Teachers/Administration will ensure compliance through informal and formal observations.      Timeline: Daily  
Teachers will utilize data from weekly, monthly and periodic assessments to guide instruction and assist in student development.  
Responsibility: Teachers      Timeline: Ongoing to June '12
  - Teachers will conference with students bi-weekly to keep students informed of progress and to mutually develop strategies for success.  
Responsibility: Teachers      Timeline: Ongoing to June '12
  - Improve the level of interdisciplinary planning and communication. Teachers will common plan at grade level and intra-grade level to increase the level of student motivation. In addition, teachers will collaborate with the school's resource teacher, guidance counselors and other school-based individuals to address the needs of the students.  
Responsibility: Math Coach as facilitator & teachers      Timeline: Weekly
  - Mandatory after-school two days per week Level 1 -2 students.  
Responsibility: Teachers & Math Coach      Timeline: October – March 2012
  - 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

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our school will

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- provide assistance to parents in understanding City, State and Federal standards and assessments.
- provide assistance to parents in understanding City, State and Federal standards and assessments support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All our math teachers are state certified. They will be encouraged to participate in professional development activities and workshops in order to enhance their effectiveness in achieving the goal set forth.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our schools involvement in the Violence Prevention Program designed and implemented by the 81<sup>st</sup> Pricinct helps to created school tone that is conducive for learning.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We use our Contract for Excellence Allocation to support the continuing professional development of our staff making them more professionally effective and qualified. Our Children First Funding helps provide afterschool tutoring to our students address the needs of the students who score below Level 3 on the New York State Math Exam.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

To achieve 4% increase in student attendance during the 2011-12 school year

After conducting a needs assessment, it was found that the rate of attendance decreased from 86.9.9% in 2009 – 2010 to 85.9% in 2010 - 2011. We want to regain our progress. Average attendance will increase to 90% for the 2011 - 12 school year by June 2012.

#### **Comprehensive needs assessment**

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

Data provided in the School Progress Report for last academic year as well as that for the 2009-10 academic year was analyzed and it was verified that our attendance rate fell from \*\*

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The school will

- utilize ARIS to study monthly attendance data and analyze trends. (September – June )
- create a system of incentives and reward students with perfect attendance (monthly breakfast, pizza party, certificate, perfect attendance bulletin board). (September 2011- June 2012)
- create letter to parents stressing the importance of attendance. (September – June)
- create system for lateness. Latecomers sign in, bring in documentation, added to section sheet. The Parent Coordinator and Family Worker will monitor. (September - June)
- Guidance counselors and School Social Worker will monitor the attendance of at risk students; conduct needed outreach services, family counseling and make referrals to support agencies. (September – June)
- The family assistant will monitor the attendance of at-risk students and conduct necessary outreach services. (September – June)
- A PPT made up of representatives of administration, instructional staff, support providers and guidance counselors will meet on a regular basis to assess the needs of students, target services to meet individual needs, coordinate and plan for prevention and intervention services, and refer students for services as

needed. (September – June)

- Parent communication will be generated for each student identified and notify parent of initiation of service and/or progress student is making. Initial letters will be sent home, followed up with phone contact as needed. (September – June)
- Teachers will be required to monitor their own homeroom and classroom attendance every day. (September – June)

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We use Violence Prevention Allocation to support early morning program that will attract students to school and help them arrive on time.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We use our Contract for Excellence Allocation to support the continuing professional development of our staff in order to make them aware the need for improving attendance and to make them aware of the strategies and steps that need to utilize to bring about improvement in student attendance.  
York State ELA Exam

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	35	34	35	35	3	0	1	
<b>7</b>	45	28	45	45	7	0	0	
<b>8</b>	45	33	45	45	12	1	0	
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA:</b> <b>Reduced Class Size</b> <b>Great Leaps</b> <b>Extended Day</b> <b>Peer Tutoring</b> <b>Acuity</b> <b>Achieve 3000</b> <b>Kaplan</b>	<b>Reduced class sizes – During the school day</b> <b>Small group: During the school day</b> <b>Small group: After school and Saturdays</b> <b>Small group: During the school day</b> <b>Small group: During the school day and afterschool</b>
<b>Mathematics:</b> <b>Reduced Class Size</b> <b>Small Group Tutoring</b> <b>After School Program</b> <b>Peer Tutoring</b>	<b>Reduced class sizes – During the school day</b> <b>Small group: During the school day</b> <b>Small group: After school and Saturdays</b> <b>One-to-one: During the school day</b>
<b>Science:</b> <b>Push-in/Pull-out Services</b> <b>Enrichment</b>	<b>Small group: During the school day</b> <b>Small group/one-to-one: Saturday</b>
<b>Social Studies:</b> <b>PBS Enrichment Program</b> <b>DBQ Strategy</b>	<b>Small group: During the school day</b> <b>Small group: During the school day</b>
<b>At-risk Services Provided by the Guidance Counselor:</b> <b>Counseling Services</b> <b>Peer Mediation/Conflict Resolution</b> <b>Community Coordinator</b>	<b>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.</b>

<b>At-risk Services Provided by the School Psychologist:</b>	<b>One to one and small group counseling during the school day or as needed</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>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</b>
<b>At-risk Health-related Services:</b>	<b>On an as needed basis during the day</b>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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



**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. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.**

- ❖ The funding for Professional Development will allow the school to implement and sustain Differentiated Instruction, Common Core State Standards and Data Driven Inquiry workshops. There is a need to improve teacher practice to support increased student performance. Teachers of Students with Disabilities will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of Students with Disabilities. Teachers will collaborate and craft alternative strategies in order to promote greater student success. Professional Development will take place on a monthly basis in after school sessions provided by our Literacy Coach, Assistant Principal, and/or network personnel.

**2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.**

- ❖ As of this date, M.S. 385 does not have any teachers that require mentoring. Nevertheless, we maintain a strong commitment to providing ongoing professional development through our mentoring program led by our Literacy coach. Our coach provides on-site professional development in the areas of classroom organization and management, as well as the design of instruction and assessment to new and experienced teachers alike. This mentoring is done in one on one meeting, as well as through classroom inter-visitations and the sharing of best teaching practices.

**3. 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.**

- ❖ We will backpack the Parent Notification Letter to students. M.S. 385 will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our schools specific needs and services.

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

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

**Part I: School ELL Profile**

**A. School Information [i](#)**

Cluster Leader/Network Leader <b>Lucile Lewis</b>	District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>385</b>
School Name <b>Middle School 385</b>			

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

Principal <b>Glyn Marryshow</b>	Assistant Principal <b>Anne–Marie Malcolm</b>
Coach <b>Yolanda Rice, ELA</b>	Coach <b>Kieshelle Cudjoe, Math</b>
ESL Teacher <b>Rachelle Lewis</b>	Guidance Counselor <b>Claudia Sam</b>
Teacher/Subject Area <b>Riquet Figaro, Social Studies</b>	Parent <b>Carolyn McCall</b>
Teacher/Subject Area <b>Felix Orekoya, Science</b>	Parent Coordinator <b>Dexter Patterson</b>
Related Service Provider <b>Janet Worme</b>	Other <b>type here</b>
Network Leader <b>Lucile Lewis</b>	Other <b>type here</b>

**C. Teacher Qualifications [i](#)**

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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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## D. School Demographics

Total number of students in school		Total Number of ELLs		ELLs as share of total student population (%)	%
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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. 

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 Program Selection Forms has shown that the parents mostly opted for the Free Standing

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

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

The only program 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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0–3 years)	5	Special Education	3
SIFE		ELLs receiving service 4–6 years	6	Long-Term (completed 6	

**Number of ELLs by Subgroups**

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	7		1	2		1	5		3	14
<b>Total</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>14</b>

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

**C. Home Language Breakdown and ELL Programs**

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

**Dual Language (ELLs/EPs)**  
**K-8**  
**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	3	4					9
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							1	1						2
Urdu														0
Arabic									1					1
Haitian									1					1
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

## A. Programming and Scheduling Information

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 addition, During specified teaching periods. the ELA and ESL teacher have collaborated and the ESL teacher will PUSH-in to provide support and scaffolds for the ESL students.

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 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)

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.

## A. Programming and Scheduling Information

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.

Differentiation throughout the ELL program is done through a varied content of assignments and reading materials. Students are given different text covering the same topic as well as varied leveled assignments. Beginner students focus on learning vocabulary, basic reading and comprehension skills, listening, reading and writing with understanding, and facts and details. More advance beginners who are more familiar with Students

ELL's who attain Proficient rating in their NYSESLAT will continue to have Testing Accommodations for a further

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

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

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language

## B. Programming and Scheduling Information--Continued

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

### 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

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### 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:

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- 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

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

**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

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

**D. Professional Development and Support for School Staff**

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

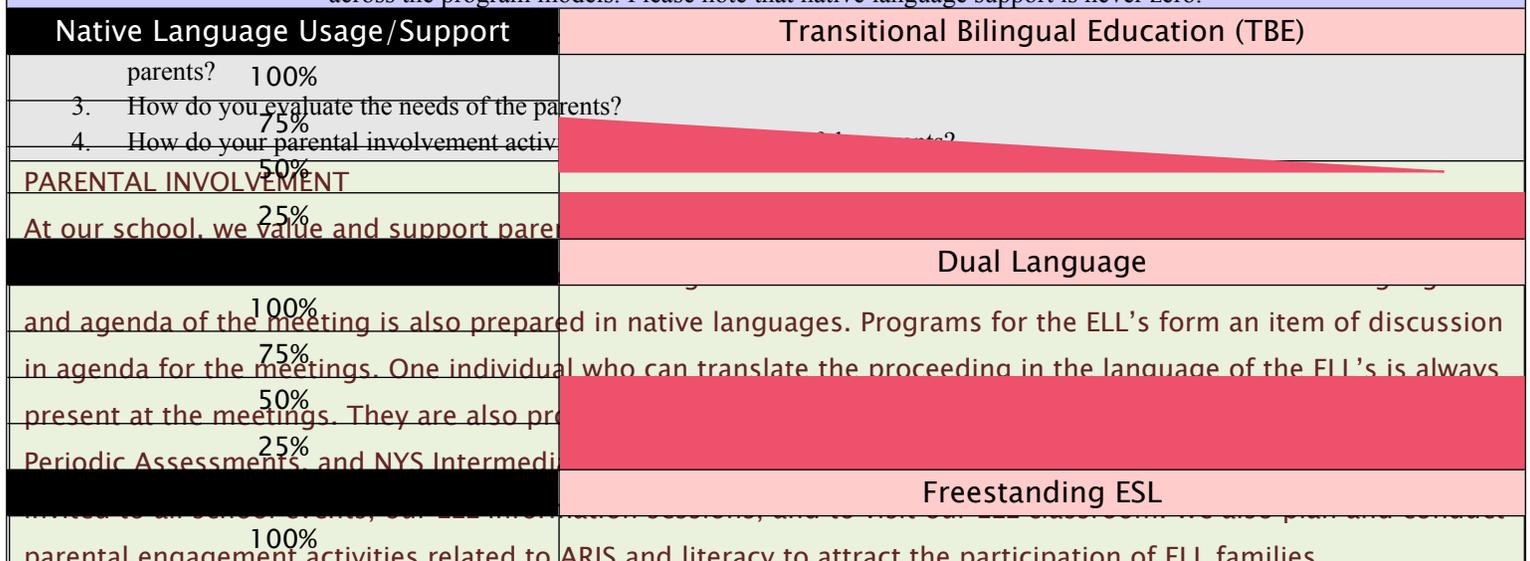
**PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF**

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

**Native Language Usage and Supports**

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



## E. Parental Involvement

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

### PARENTAL INVOLVEMENT

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.

The needs of the parents are evaluated through informal conversations with the ESL teachers. Each of the families has had a relative or representative present if their English is not proficient..

## B. Programming and Scheduling Information--Continued

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

### 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

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- 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

## B. Programming and Scheduling Information--Continued

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- 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.
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- 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

### 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

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

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

Paste response to questions 1–6 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.

#### 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.

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6. Scaffolding strategies for ELL's
7. Strategies for developing academic vocabulary reading skills for ELL's

through various initiatives to promote reading and writing throughout the ELL population as well as the rest of the

## D. Professional Development and Support for School Staff

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## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### PARENTAL INVOLVEMENT

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.

The needs of the parents are evaluated through informal conversations with the ESL teachers. Each of the families has had a relative or representative present if their English is not proficient..

# 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)							1	1	4					6
Intermediate(I)							1	2	1					4
Advanced (A)							1	1	2					4
Total	0	0	0	0	0	0	3	4	7	0	0	0	0	14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1			2
7	3				3
8	1	3			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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
5									0
6			2						2
7			2		1				3
8			3		1				4
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

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

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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								

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

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

Paste response to questions 1–6 here

### 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.

To assess the literacy skills of the ELL's the ESL teacher uses Fountas and Pinnell to determine their reading levels. The data assists in providing meaningful insights to how the students can decode the language. However, it does not assist with the comprehension of what was read. The ESL teacher along side with the ELA department works on

# Part VI: LAP Assurances

School Name: 385

School DBN: 16k385

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Glyn Marryshow	Principal		1/1/01
Anne-Marie Malcolm	Assistant Principal		1/1/01
Dexter Patterson	Parent Coordinator		1/1/01
Rachelle Lewis	ESL Teacher		1/1/01
	Parent		1/1/01
Yolanda Rice/ English	Teacher/Subject Area		1/1/01
Keishelle Cudjoe/ Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Claudia Sam	Guidance Counselor		1/1/01
Lucile Lewis	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 16k385      **School Name:** Middle School 385

**Cluster:** 1      **Network:** 111

**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**

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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.

From informal surveys conducted by the office staff at the time of registration, the school has a confirmed list of parents who speak, read and write in other languages. The data indicates that 93% of these parents are Spanish speakers, 5% Creole, 2% Asian and less than 1% Arabic. The school translates all printed materials for the parents in the student's home language. In addition, the bilingual Spanish secretary and school aide both follow up with phone calls to keep Spanish speaking parents informed of monthly activities in the school. The ESL teacher follows up with the other non-English speaking parents. Though many of the non-English/Spanish speaking parents do not read and write. They are able to speak and comprehend oral English.

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.

The school needs a better website or mechanism to translate written letters in Bengla and Arabic. Many times the parents will come or call to obtain clarification of the written message that were previously sent. However, the parents and teachers work together to include as many parents as possible, so they have access to their children's teachers and grades.

Oral translation issues vary depending on the language. The staff is equipped with four teachers that speak Creole and three individuals that speak Spanish. However, we are short of translators for Bengla and Arabic.

## Part B: Strategies and Activities

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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.

The school needs a better website or mechanism to translate written letters in Creole, Bengla and Arabic. Many times the parents will come or call to obtain clarification of the written message that were previously sent. However, the parents and teachers work together to include as many parents as possible, so they have access to their children's teachers and grades.

Oral tranlation issues vary depending on the language. The staff is equipped with fourl teachers that speak Creole and three individuals that speak Spanish. However, we are short of translators for Bangla and Arabic. However, the parents and or relatives have been English speakers and no communication issues have occurred.

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.

Middle School 385's oral interpretation services are provided in house by the school staff members and teachers

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>.

Middle School 385 will continue to provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school.

In addition, parents can continue to rely on an adult friends or relatives for language and interpretation services.