



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MIDDLE SCHOOL 385
SCHOOL OF BUSINESS, FINANCE, AND ENTREPRENEURSHIP

DBN : 16K385

PRINCIPAL: ANNE-MARIE MALCOLM

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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
Anne-Marie Malcolm	*Principal	
Demetri Brown	*UFT Chapter Leader /Staff	
Bernadette Bethea	*PA/PTA President	
Cheryl Williams	DC 37 Representative	
Beverly Batiste	Member/ Parent	
Denise Cox	Member/Parent	
Erica Chambers	Member/ Parent	
Latanya Harrison	Member/ Parent	
Khana Fraser	Member/Parent	
Rachelle Lewis	Member/Chairperson/Staff	
Janet Worme	Member/ Staff	
Kanjivivilas Kurian	Member/Staff	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL # 1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, students will demonstrate progress towards achieving ELA standards as measured by a 3% increase in proficiency on the 2013 NYS ELA Exam by engaging in literary tasks aligned to the Common Core Curriculum Standards that require students to write arguments to support claims with valid reasons and clear evidence and write narratives that provide information on particular concepts, issues, and topics.

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.

We analyzed data from the NYS ELA exam, School report Card, School Progress Report, School Survey, Acuity Benchmarks, CCLS Literacy unit task, Performance Series Reading assessment, and teacher- made formative and summative assessments.

An analysis of our data showed that only 25% of our students scored at Proficiency Levels 3 and above. The data results assist in identifying areas of strengths and weakness which allow us to improve instruction by providing differentiation of instruction and flexible grouping by content strand. We will have a special focus on Grade 6 students as they transition into middle school grades and have only 9.75% of students achieving proficiency levels on the NYS ELA exam.

In the spring of 2012 a total of 159 students took the 6th, 7th, and 8th grade ELA State exams. 140 students out the total number of students were continuously enrolled. The scores for different ethnic groups are given in the table below.

GRADE 6

ETHNIC SUBGROUPS	TOTAL #	CONTINUOUSLY ENROLLED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	48	39	10 (25.64%)	25 (64.10%)	4 (10.25%)	0 (0%)
GENERAL EDUCATION	33	26	4 (15.38%)	19 (73.07%)	3 (11.53%)	0 (0%)
SPECIAL EDUATION	15	13	6 (46.15%)	6 (46.15%)	1 (7.69%)	0 (0%)
AFRICAN AMERICANS	42	35	9 (25.71)	22 (62.85)	4 (11.42)	0 (0%)
HISPANICS	4	3	1 (33.3%)	2 (66.66%)	0 (0%)	0 (0%)
FEMALE	25	19	1 (5.26%)	16 (84.21%)	2 (10.52)	0 (0%)
MALE	23	20	9 (45%)	9 (45%)	2 (20%)	0 (0%)
AMERICAN INDIAN	1	1	0 (0%)	1 (100%)	0 (0%)	0 (0%)
ENGLISH PROFICIENT	45	37	9 (24.32)	24 (64.86)	4 (10.81)	0 (0%)
LEP	3	2	1 (50%)	1 (50%)	0 (%)	0 (%)
FORMERLY LEP	1	1	0 (%)	1 (100%)	0 (%)	0 (%)
ECONOMICALLY DISADVANTAGED	48	39	10 (25.64%)	25 (64.10%)	4 (10.25%)	0 (0%)

GRADE 7

ETHNIC SUBGROUPS	TOTAL #	CONTINUOUSLY ENROLLED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	59	52	11 (21.15)	26 (50%)	15 (28.84%)	0 (0%)
GENERAL EDUCATION	42	36	3 (8.33%)	21 (58.33%)	12 (36.33%)	0 (0%)
SPECIAL EDUATION	17	16	8 (50%)	5 (31.25)	3 (18.75%)	0 (0%)
AFRICAN AMERICANS	47	42	7 (16.66%)	22 (52.38%)	13 (30.95%)	0 (0%)
HISPANICS	8	8	3 (37.5%)	4 (50%)	1 (12.5%)	0 (0%)
FEMALE	32	26	4 (15.38%)	15 57.69%	7 (26.92%)	0 (0%)
MALE	27	26	7 (26.92)	11 (42.30%)	8 930.76%	0 (0%)
ENGLISH PROFICIENT	55	49	10 (20.40%)	24 (48.97%)	15 (30.61%)	0 (0%)
LEP	04	3	1 (33.33%)	2 (66.66%)	0 (0%)	0 (0%)
ECONOMICALLY DISADVANTAGED	59	52	11 (21.15)	26 (50%)	15 (28.84%)	0 (0%)

GRADE 8

ETHNIC SUBGROUPS	TOTAL #	CONTINUOUSLY ENROLLED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	52	49	6 (12.24%)	27 (55.10%)	16 (32.65%)	0 (0%)
GENERAL EDUCATION	38	36	2 (5.5%)	18 (50%)	16 (44.44%)	0 (0%)
SPECIAL EDUATION	14	13	4 (30.76%)	9 (69.23%)	0 (0%)	0 (0%)
AFRICAN AMERICANS	39	37	5 (13.51%)	21 (56.75)	11 (29.72%)	0 (0%)
HISPANICS	12	11	0 (0%)	6 (54.54%)	5 (45.45%)	0 (0%)
ASIAN	1	1	1 (100%)	0 (0%)	0 (0%)	0 (0%)
FEMALE	27	26	3 (11.53%)	13 (50%)	10 (38.46%)	0 (0%)
MALE	25	23	3 (13.04%)	14 (60.86%)	6 (26.08%)	0 (0%)
ENGLISH PROFICIENT	46	44	4 (9.09%)	24 (54.54%)	16 (36.36%)	0 (0%)
LEP	6	5	2 (40%)	3 (60%)	0 (0%)	0 (0%)
ECONOMICALLY DISADVANTAGED	52	49	6 (12.24)	27 (55.10%)	16 (32.65%)	0 (0%)

In the spring of 2011 a total of 246 students took the 6th, 7th, and 8th grade ELA State exams and levels of achievement for each grade are given below.

GRADE	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
6	67	24%	48%	28%	0%
7	65	14%	62%	25%	0%
8	79	14%	56%	30%	0%

As evidenced by the New York State ELA test scores data of spring 2011 and spring 2012, compared to their performance in grade 6, the previous year, the number of Level 1 students in grade 7 was decreased by 2.85%, the number of Level 2 students in grade 7 was decreased by 22%, the

number of Level 3 students decreased by 13% compared to their performance in grade 6 and the number of Level 4 students remained the same at 0%.

Similarly, the number of Level 1 students in grade 8 was decreased by 1.76%, the number of Level 2 students in grade 8 was increased by 7.10%, and the number of Level 3 students was increased by 7.65%, and the number of Level 4 students remained the same at 0% compared to their performance in grade 7, the previous year.

Based on our findings. Our strengths are:

- ***Reducing class size to enhance student performance***
- ***Small group/ individualized instruction through push in and pull out***
- ***Weekly department meetings with teachers and administration***
- ***Weekly common planning meetings for all ELA teachers***
- ***Collaboration among teachers, SETSS provider, and AIS coordinator***
- ***Professional development to teachers on research based instructional practices to improve fluency and comprehension in reading***

Challenges/ Areas of Improvement

- ***Using technology during instruction***
- ***Maintaining academic rigor in ELA instruction***
- ***Increasing performance levels of Special Needs and ELL students***

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,
 - ***In October the literacy bundle for the Argument performance task will be examined by teachers to develop the unit of study. In November to January students will engage in the unit that culminates in January. In January the literacy bundle for the Informative unit will be examined and by March students will complete the performance task aligned to the CCLS.***
 - ***In October and May Performance Series will be administered to assess reading progress.***
 - ***In October, February and May all 6th grade students will be assessed using the Degrees of Reading Power assessment and Running Records to determine instructional reading level.***
 - ***In September, January and May students will develop SMART goals that have short and long term goals for mastery of skills.***
 - ***In September-June students will write journal responses to social issues and literary text while having detailed discussions using accountable talk stems.***
 - ***In September-June teachers and students will develop interactive word ELA walls.***
 - ***In January, March and May teachers will engage in inquiry cycles that focus on vocabulary development, fluency and to improve the lowest third of the student population writing skills.***
 - ***In September-June ESL students will receive support services and small group instruction.***
 - b) key personnel and other resources used to implement these strategies/activities
 - ***Administration, literacy coach and inquiry team members will work with teachers in classrooms to assist with the City wide Instructional***

Expectations for 2012-2013 school year.

- **Administration will have instructional cabinet meetings to discuss the implementation of the curriculum and data from assessments which will drive professional development of teachers.**
- **Lead Teacher/ Coach will have ongoing planning with teachers to support instructional planning.**
- **Collaborative planning with the Special Needs and ESL teachers to support instructional intervention strategies.**
- **Performance Series and Benchmark assessments will track reading progress which will be the basis for skills taught using the Acuity online system.**
- **ICT teachers receive ongoing professional development which will be turn keyed to other ICT teachers.**
- **Degrees of Reading Power assessment will provide data necessary to distinguish groups of grade 6 students that required targeted intervention in reading.**
- **Teachers will use the UDL (Universal Designs of Learning) model to formulate unit maps and rigorous instruction.**
- **Lead teacher/ Coach and 6th grade teachers will receive ongoing professional development and training through the MSQI grant on specific reading programs and strategies that will improve reading comprehension.**
- **Instructional Cabinet will discuss and analyze data from assessment and classroom observations to drive the professional development of Teachers.**

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- **Principal will schedule meetings for teachers to regularly meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of instructional activities and strategies.**
- **Weekly meetings with teachers and coach to discuss strategies and develop units of study, curriculum and lesson plans**
- **In June teachers, coach and administration will analyze student performance data and unit maps in order to plan to the curriculum for the upcoming school year.**
- **Weekly grade level teacher teams will examine and analyze formative and summative assessment data to develop daily balanced literacy instruction for all students.**
- **Monthly teachers will analyze student work to improve future instruction and lesson plans**

d) timeline for implementation

- **September - June: Ongoing scaffolding and support of teachers in implementation of effective ELA instruction.**
- **September - June: Teacher Teams Meeting to discuss and explore actions/ timeline/professional development sessions related to the Chancellors Instructional Expectations for 2012-2013 school year.**
- **November - January: CCLS Argument performance task and unit**
- **February - March: CCLS Informative performance task and unit**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Sharing student progress reports with parents quarterly**
- **Sharing students goal sheets and reflections logs with parents quarterly**

- *Parent teacher conferences held in November and February so that they are aware of their child's progress and areas of improvement.*
- *Extended Day and Saturday programs are extended to all parents and students.*
- *Parents are encouraged to attend the annual ELA day.*
- *Workshops/Orientations are conducted for parents to understand the format and expectations of the state exams. In addition, parents are given links and resource tools to assist their child in reaching proficiency levels.*
- *High School Fair is hosted for 8th grade students in October to aide in selecting appropriate high schools for their child, while providing materials and information needed to effectively plan and work with their child to improve their academic achievement.*
- *Distribution of monthly school calendar and newsletter highlighting important dates and activities.*
- *Use of Engrade, an online system to track student progress in their academic classes.*
- *Use of Aris*

Budget and resources alignment

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

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

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

If other is selected describe here: **MSQUI**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *100% of the funding for teachers' salary comes from tax Levy.*
- *Title1 funds are used to hire teachers for extended day program.*
- *Tax levy funds are used for supplies for the program.*
- *Title 1 funds are also uses for class size reduction.*
- *MSQI grant funds are used for teacher per session activities and data collection and analysis.*

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.

By June 2013, students will demonstrate progress toward achieving Mathematics Standards by engaging in Problem Solving tasks aligned to the Common Core State Standards as measured by a 3% increase in proficiency. Student will demonstrate their ability to use mathematical accurate representation, vocabulary, and comprehension by constructing clear and concise explanations that validate the solution.

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.

Through the analysis of student work, educators have noted that student writing and problem solving skills in Mathematics are below standards. Limited vocabulary knowledge, low comprehension, and lack of experiences with problem solving task and strategies impede student mastery of Common Core Standards.

Student performance trends can be identified from the results of the New York State Math Assessment. These results have been used to monitor student proficiency and track student progress to target instruction and intervention strategies. Grade level Pre-Assessments/Post Assessments and short & extended response questions results, also assist in identifying areas of strengths and weaknesses to differentiate instruction by content strands.

Students achievement in Math are reviewed using a variety of methods included the following data sources:

- *Citywide Benchmark test results*
- *Teacher made assessments*
- *Acuity Assessments*
- *Student Journals and Portfolios*
- *Common Core Task Analysis Data*
- *Informal/Formal teacher Conferences*

In the spring of 2012 a total of 159 students took the 6th, 7th, and 8th grade math State exams. 141 out of this total number of students were continuously enrolled. The scores for different ethnic groups are given in the table below.

GRADE 6

ETHNIC SUBGROUPS	TOTAL #	CONTINUOUSLY ENROLLED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	48	39	1 (2.56%)	12 (30.76%)	22 (56.41%)	4 (10.36%)
GENERAL EDUCATION	33	26	1 (3.84%)	3 (11.54%)	18 (69.23%)	4 (15.38%)
SPECIAL EDUATION	15	13	0 (0%)	9 (69.23%)	4 (30.77%)	0 (0%)
AFRICAN AMERICANS	42	35	1 (2.85%)	11 (31.43%)	20 (57.14%)	3 (8.57%)

HISPANICS	4	3	0 (0%)	1 (33.33%)	2 (66.66%)	0 (0%)
FEMALE	25	19	1 (5.26%)	4 (21.05)	12 (63.15%)	2 (10.52%)
MALE	23	20	0 (0%)	8 (40%)	10 (50%)	2 (10%)
AMERICAN INDIAN	1	1	1 (100%)	0 (0%)	0 (0%)	0 (0%)
ENGLISH PROFICIENT	45	37	1 (2.70%)	11 (29.73%)	21 (56.75%)	4 (10.81%)
LEP	3	2	0 (%)	1 (50%)	1 (50%)	0 (%)
FORMERLY LEP	1	1	0 (%)	0 (%)	1 (100%)	0 (%)
ECONOMICALLY DISADVANTAGED	48	39	1 (2.56%)	12 (30.76%)	22 (56.41%)	4 (10.36%)

GRADE 7

ETHNIC SUBGROUPS	TOTAL #	CONTINUOUSLY ENROLLED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	59	52	9 (17.30%)	16 (30.77%)	12 (23.07%)	15 (28.84)
GENERAL EDUCATION	42	36	2 (5.55%)	12 (33.33%)	12 (33.33%)	10(27.77%)
SPECIAL EDUATION	17	16	7 (43.75%)	4 (25%)	3 (18.75%)	2 (12.5%)
AFRICAN AMERICANS	47	42	7 (16.66%)	13 (30.95%)	12 (28.57)	10(23.81%)
HISPANICS	8	8	2 (25%)	2 (25%)	3 (37.5%)	1 (12.5%)
FEMALE	32	26	4 (15.38%)	11 (42.30%)	6 (23.07%)	5 (19.23%)
MALE	27	26	5 (19.23%)	5 (19.23%)	9 (34.61%)	7 (26.92%)
ENGLISH PROFICIENT	55	49	8 (16.32%)	15 (30.61%)	14 (28.57%)	12(24.48%)
LEP	04	3	1 (33.33%)	1 (33.33%)	1 (33.33%)	0 (0%)
ECONOMICALLY DISADVANTAGED	59	52	9 (17.30%)	16 (30.77%)	12 (23.07%)	15 (28.84)

GRADE 8

ETHNIC SUBGROUPS	TOTAL #	CONTINUOUSLY ENROLLED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TOTAL # OF STUDENTS	52	50	5 (10%)	22 (44%)	17 (34%)	6 (12%)
GENERAL EDUCATION	38	36	1 (2.77%)	12 (33.33%)	17 (47.22%)	6 (16.66%)
SPECIAL EDUATION	14	14	4 (28.57%)	10 (71.43%)	0 (0%)	0 (0%)
AFRICAN AMERICANS	39	37	5 (13.51%)	18 (48.64%)	9 (24.32%)	5 (13.51%)
HISPANICS	12	12	0 (0%)	3 (25%)	8 (66.66%)	1 (8.33%)
ASIAN	1	1	0 (0%)	1 (100%)	0 (0%)	0 (0%)
FEMALE	27	26	3 (11.53%)	11 (42.30%)	9 (34.61%)	3 (11.53%)
MALE	25	24	2 (8.33%)	11(45.83%)	8 (33.33%)	3 9(12.5%)
ENGLISH PROFICIENT	46	44	5 (11.36%)	19 (43.18%)	14 (31.89%)	6 (13.63%)
LEP	6	6	0 (0%)	3 (50%)	3 (50%)	0 (0%)
ECONOMICALLY DISADVANTAGED	52	50	5 (10%)	22 (44%)	17 (34%)	6 (12%)

In the spring of 2011 a total of 213 students took the 6th, 7th, and 8th grade Math State exams and levels of achievement for each grade are given below.

GRADE	TOTAL #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
6	46	02%	30%	41%	26%
7	66	12%	44%	32%	12%
8	79	09%	35%	41%	15%

As evidenced by the New York State math test scores data of winter 2011 and 2012, the number of Level 1 students in grade 7 increased by 15.3%, the number of Level 2 students in grade 7 students increased by 0.77%, the number of Level 3 students decreased by 17.93% and the number of Level 4 students in grade 7 decreased by 11% compared to their performance in grade 6.

Similarly, the number of Level 1 students in grade 8 increased by 10%, the number of Level 2 students in grade 8 increased by 14%, the number of Level 3 students in grade 8 decreased by 8%, and the number of Level 4 students was decreased by 9%, compared to their performance in grade 7.

BASED ON OUR FINDINGS, OUR STRENGTHS ARE:

- *Working collaboratively to analyze our data.*
- *Gathering data to drive instruction.*
- *Weekly planning meeting for the math department.*
- *Weekly common planning meeting at all grade levels.*
- *Ongoing dialogue among Administration and Math Coach.*
- *Collaboration among teachers and SETTS provider.*
- *Ongoing outreach to parents by the Parent Coordinator.*
- *Addressing individual student needs with PPT team.*
- *Using technology and math games in the classroom.*

CHALLENGES/AREAS FOR IMPROVEMENT:

- *Limited resources*
- *Maintaining academic rigor in Math instruction*
- *Differentiating instruction in Math classrooms*
- *Increasing performance levels of Special Needs and ESL students*
- *Increasing parental involvement in the school*

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,

Mathematics educators will study sample mathematics Common Core tasks provided by Central and examine the standards and skills addressed in the unit and the cognitive demands of the task, sample student work and accompanying scoring rubrics. All students will be engaged in pre and

post unit performance tasks in mathematics, that will be scored using the 4 level rubric and annotated for students to know what they need to do to improve their performance.

b) key personnel and other resources used to implement these strategies/activities

- **Educators and Coach will meet to analyze student work as well as plan and create the unit performance tasks for their respective grade.**
- **Administration and math coach will work with teachers in classrooms to assist in implementing the Citywide Instructional Expectations for the 2012-2013 school year.**
- **Teachers will analyze Citywide Benchmark assessment results to track mathematics progress to drive their instruction.**
- **Lead teacher will work collaboratively with teachers to plan lesson and activities that support student learning using the Workshop Model.**
- **Collaborative planning with the Special Needs and ESL teachers to support instructional intervention strategies.**
- **Performance Series and Benchmark assessments will track reading progress which will be the basis for skills taught using the Acuity online system.**
- **ICT teachers receive ongoing professional development which will be turn keyed to other ICT teachers.**
- **Degrees of Reading Power assessment will provide data necessary to distinguish groups of grade 6 students that required targeted intervention in reading.**
- **Teachers will use the UDL (Universal Designs of Learning) model to formulate unit maps and rigorous instruction.**
- **Instructional Cabinet will discuss and analyze data from assessment and classroom observations to drive the professional development of Teachers.**

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

During weekly common planning periods, math educators will discuss and develop unit plans aligned to the Common Core State Standards for grades 6th, 7th, and 8th grade students. Mathematics educators will examine student work on an ongoing basis to track student understanding of the unit being taught and analyze students progression towards mastering the common core performance task in mathematics. Interactive math word walls, journal writing/prompts will be used to foster vocabulary development. Students will be taught and encouraged to use Accountable talk stems to stimulate discussion and critical thinking.

d) timeline for implementation.

- **Collect and analyze data from the citywide Benchmark Assessments and other teacher made assessments to determine students progress and areas of improvement towards Common Core Standards.- Coach, teachers - September 2012 to June 2013**
- **Improve Problem Solving instruction to address problem-solving strategies and address deficiencies- Teachers, Students, Coach - September 2012 to June 2013**
- **Administer pre and post unit assessments at all grade levels aligned the Common Core Standards- Teachers, Ongoing**
- **Common Planning on grade level- Coach, Teachers, Weekly September - June 2013**
- **Engage students with their own data tracking and personal goal setting- Students, Teachers – September 2012 – May 2013**
- **Target level 2 and low level 3's for enrichment during Extended Day- Teachers – January 2013 – May 2013**
- **Coaching in utilizing the workshop model in the classroom- Coach, Teachers - September 2012**
- **Daily conferencing in the classroom to keep students informed of their progress and mutually develop strategies for success- Teachers, Coach, Students October 2012 – May 2013**

Charlotte Danielson’s work for enhancing professional teaching practice identified by the NYCDOE will be used as a research based resource. During the 2012-2013 school year administrators, teachers, and support staff will utilize Charlotte Danielson texts to deepen their knowledge related to effective teaching practice.

- **Teachers, Coaches, and core inquiry team members and administrators will work with teachers to assist with NYC DOE 2012-2013 school year instructional expectations.**
- **Grade level teacher teams will examine and analyze assessment data to develop implications for instruction within the mathematics classroom.**
- **Implement at least two Common Core Units, Common Core Standards, and performance tasks during the 2012-2013 school year**
- **Implement Standards of Mathematics Practice during the 2012-2013 school year.**
- **Conduct Looking at Student Work Sessions with teachers to analyze student work and identify gaps in curriculum and teaching practices.**
- **Examining teachers lesson plans and analyzing teacher practices and delivery of instruction**

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 20 through 24 in this CEP.

- **Sharing student progress reports with parents quarterly (October 2012- June 2013)**
- **Sharing students goal sheets and reflections logs with parents quarterly**
- **Encouraging parents to attend parent teacher conferences held in November and February so that they are aware of their child’s progress and areas of improvement.**
- **Extended Day and Saturday programs are extended to all parents and students.**
- **Parents are encouraged to attend the annual Math Day**
- **Workshops/Orientations are conducted for parents to understand the format and expectations of the state exams. In addition, parents are given links and resource tools to assist their child in reaching proficiency levels.**
- **High School Fair is hosted for 8th grade students in October to aide in selecting appropriate high schools for their child, while providing materials and information needed to effectively plan and work with their child to improve their academic achievement.**
- **Distribution of monthly school calendar and newsletter highlighting important dates and activities.**
- **Use of Engrade**
- **Use of Aris**

Budget and resources alignment

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

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

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

If other is selected describe here: **MSQUI**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *100% of the funding for teachers' salary comes from tax Levy.*
- *Title1 funds are used to hire teachers for extended day program.*
- *Tax levy funds are used for supplies for the program.*
- *Title 1 funds are also uses for class size reduction.*
- *MSQI grant funds are used for teacher per session activities and data collection and analysis.*

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

To achieve 2% increase in student attendance during the 2012-13 school year

Analysis of the past attendance for the past three years has been below 90.0%. This data was gathered from the DOE's PAR report and reads as follows:

2008-2009 - 86.9%

2009-2010 - 85.9%

2011-2012 - 87.5%

After conducting a needs assessment, it was found that the rate of attendance increased from 85.9% in 2010 – 2011 to 87.5% in 2011 - 2012. We want to continue with our progress. Average attendance will increase to at least 89.5% for the 2012 - 13 school year by June 2013.

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.

After conducting a needs assessment, it was found that the rate of attendance increased from 85.9% in 2010 – 2011 to 87.5% in 2011 - 2012. We want continue with our progress. Average attendance will increase to 90% for the 2011 - 12 school year by June 2012.

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) key personnel 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 2012- June 2013)***
- ***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 daily, weekly, and monthly attendance percentage. (September - June)***
- ***Guidance Counselor 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 make daily phone calls to parents and home visits for students who are absent more than twice a week and 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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 20 through 24 in this CEP.

- *Parents of students who are consistently absent or late will be called in for a meeting with the Principal. During this meeting action plans will be developed with the parent and student to improve attendance and avoid lateness.*
- *Parents are required to call the school to inform absence for a prolonged absence and written documentation/ doctor's note are required when returning to school.*
- *During the initial parental meeting in September, importance of daily attendance and its positive impact on academic achievement is emphasized.*
- *When required home visits are conducted by the family worker to get to the roots of the problem.*

Budget and resources alignment

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

If other is selected describe here:

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.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	vocabulary strategies, context clues, comprehension skills, spelling, writing skills Pearson Reading Program	Small group Tutoring	during the school day afterschool
Mathematics	basic computation skills, comprehension, reasoning skills, problem solving	Small group Tutoring	during the school day afterschool
Science	Science and Technology Entry Program vocabulary Strategies, comprehension skills, critical thinking, scientific investigation, interpreting graphs	small group	Saturday school
Social Studies	Vocabulary strategies, analysis of primary and secondary sources documents, citing textual and specific evidence to support primary and secondary sources, integration of charts, photographs, and videos and maps with other information in print and digital text	small group, tutoring	during school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	Counseling sessions addressing academic success, appropriate	One-to-one sessions with social worker and psychologist	during school day

Worker, etc.)	behavior, action-consequence dynamic, and delayed gratification		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- *Teachers are afforded the opportunity to conduct peer observations to provide constructive feedback or use best teaching practices in their classrooms*
- *Professional development on Charlotte Danielson's Framework for Teaching, Common Core Learning Standards driven by Data, Depths of Knowledge, etc*
- *Teachers meet twice weekly during grade wide meetings to discuss the grade as a whole including academic, attendance and Behavior concerns, strategies for improvement or incentives.*
- *Common Planning provide forums for teachers to work together to create lessons.*
- *Professional Development on classroom management.*
- *Professional development sessions led by teachers exhibiting expertise in valuable instructional practices*
- *Teachers are given the opportunity to attend workshops that are specific to the special education department in areas such as SESIS, Students with Alternate Assessment, Understanding the IEP process etc.*

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

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

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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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 Parent Survey and Program Selection Forms has shown that the parents mostly opted for the Free Standing ESL Program.

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

This

school

offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1						2
Push-In								2	5					7
Total	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
Total	7	0	1	2	0	1	5	0	3	14

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
TOTAL	0													

Dual Language (ELLs/EPs)
K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	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
TOTAL	0	0	0	0	0	0	3	4	7	0	0	0	0	14

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 period of two years.

Courses Taught in Languages Other than English ⓘ

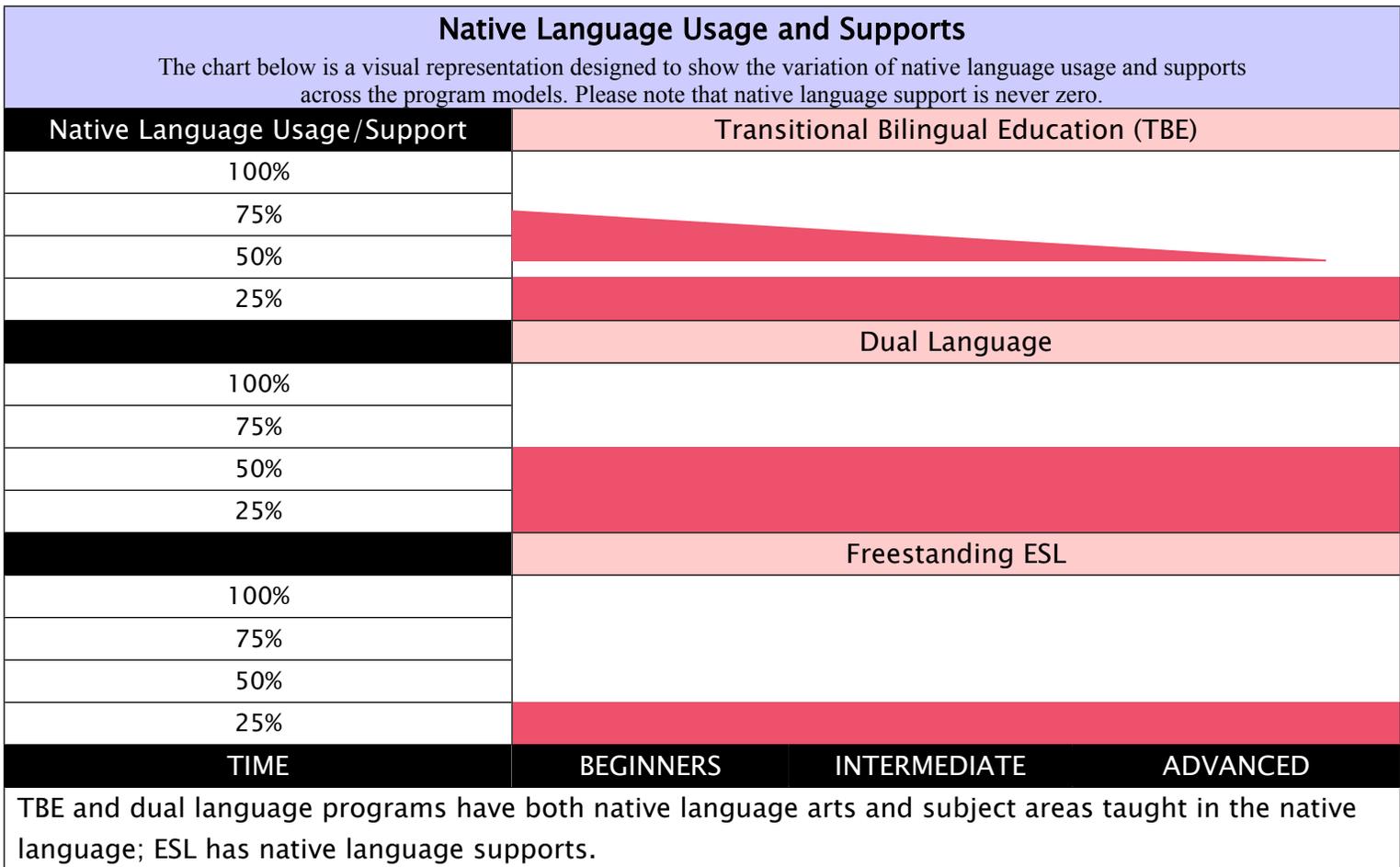
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60–90 minutes per day	45–60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and I Can Learn Math to enrich their language and academic skills

Plan for Special Needs Students

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

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. Rachele 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

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..

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
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

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

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 vocabulary scaffolding.

The instructional plan is determined through thorough analysis of the students reading level, comprehension level and analysis skills. The plan is then tailored to include various inputs and outputs based on group need.

The data reveals the students have an excellent command on communication and but have difficulties in the reading and writing comprehension.

The patterns across the NYSESLAT modalities affect instructional decision school wide because it is a noted trend school wide, that reading comprehension and writing are an overall need. The school had addressed this issue through various initiatives to promote reading and writing throughout the ELL population as well as the rest of the school. To extend the writing of the ELL's the ELA DEpartment will have all students write 100 journals by the end of the academic school year.

In the Free Standing ESL program, many of the Spanish speaking ELL students in the school entered ESL inbetween K– 2 and will not do well on a native Language Examination. The students are moderately proficient in speaking and listening but are below proficiency in reading and writing as evidenced by the daily interactions of the ESL teacher. Many of the Latino ELL's have difficulty using the spanish/ english dictionary because of the lack of

knowledge of their L1. The Arab and Asian students would more likely benefit from a Native Language Examination because they have been schooled to the current grade in the Native Lands. This group of students successfully uses their native language dictionaries as well as other native language materials provided by the school and their homes.

The School actively plans scaffolded materials for the ELL and Special Needs students to assist in content area vocabulary and skills for the students during the departmental and planning periods. The school is actively learning that the students need more assistance in content area vocabulary to achieve success in the various skills the students need to be successful. The ESL teacher focuses on vocabulary development with all levels of the program to reinforce and scaffold across the content area.

Students are constantly assessed through informal and formal assessments in their ESL, ELA and other content areas classes. The teacher uses acuity, the ITA's and the performance series to reinforce listening skills and basic comprehension.

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

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)
	Other		1/1/01
	Other		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

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

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.