Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: SCHOOL OF BUSINESS, FINACE, AND ENTREPRENEURSHIP

DBN (*i.e. 01M001*): 16K385

Principal: ANNE-MARIE MALCOLM

Principal Email: AMALCOL2@SCHOOLS.NYC.GOV

Superintendent: MS. EVELYN SATNTIAGO

Network Leader: CATHY PELLES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ms. Anne-Marie Malcolm	*Principal or Designee	
Ms. Patrick Fievre	*UFT Chapter Leader or Designee	
Ms. Khana Frazer	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Ms. Rachelle Lewis	Member/ Assistant Principal/Chairperson	
Ms. Yolanda Rice	Member/ UFT	
Mr. K. Kurian	Member/ UFT	
Ms. Ruth Horry	Member/ Parent	
Ms. Lila N. June	Member/ Parent	
Ms. Starr shell	Member/ Parent	
Ms. Marisol Pizarro	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Goal:

All ELA teachers will incorporate collaborative learning through student centered instruction to ensure a consistent high level of student engagement as evidenced by an increase of 20% of the teachers being rated effective in 3C- student engagement - by June 2015.

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 in the New York State ELA test conducted in the spring of 2014 only 5.1% of our students scored at Proficiency Levels 3 and above.

2014 NYS English Language Arts Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	50.0%	66.7%	68.8%	63.3%
Level 2	42.3%	29.2%	27.1%	31.6%
Level 3	0.0%	0.0%	2.1%	1.0%
Level 4	7.7%	4.2%	2.1%	4.1%

Middle School Quality Snapshot
School of Business, Finance and Entrepreneurship (16K385)

KEY:

Excellent	■■■■
Good	■■■□
Fair	■■□□
Poor	■□□□

Improvement on the State English test

All Students	■■■■
Lowest Performing Students	■■■■

Improvement by student group on the State English test compared to other students who scored at the same level last year

English Language Learners	N/A
Students with Special Needs	■■■■
Lowest Performing Students	■■■□

The data results assist in identifying areas of our strengths and weakness which allow us to improve instruction by providing differentiated instruction and flexible grouping by content strand.

Student performance can be identified from the results of the New York State Common Core Assessment. These results are used to monitor student proficiency and track student progress to target instruction and effectiveness of intervention strategies. Student growth and areas of strengths and weaknesses will be determined by varied ongoing assessments.
Based on our findings. Our strengths are:

- **Reducing class size to enhance student performance**
- **Strategic Tutoring Programs based on individual student benchmark assessments**
- **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 Team and Instructional Cabinet**
- **Professional development to teachers on research based instructional practices to improve fluency and comprehension in reading**

Challenges/ Areas of Improvement

- **Using technology during instruction**
- **Discussion and Questioning Strategies to promote collaboration**
- **Maintaining academic rigor in ELA instruction**

- **Increasing performance levels of Special Needs and ELL students**

Instructional Strategies/Activities

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

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

1. Utilizing the Scholastic Code X Curriculum, a New York City Common Core aligned-approved program to provide instruction to all students to enhance reading comprehension. This is our Tier 1 Reading Program Instruction that is based on the state core standards and learning objectives.
2. Modifying CCLS aligned units of study based on the data from various assessments
3. Using daily assessments and exit slips, to review and amend lesson plans and plan support intervention
4. Implementing multiple Middle School Quality Initiative Strategic Tutoring Programs: Wilson, Just Words, Access Code, Word Generation and Light Sail to provide Tier 2 and 3 Intervention support and services for all students. Tier 2 refers to intervention for striving readers, including supplemental instruction, and additional practice. Tier 2 instruction focuses on the essential areas of word study, vocabulary, fluency, reading comprehension, and writing and is based on Scientifically Based Reading Research (SBRR).
5. Assessing students (Grade 6-8) using Degrees of Reading Power, Performance Series, Running Records and WIST to determine independent and instructional reading levels which will provide data for student's Lexile level and Grade Level Equivalency (GLE).
6. Assessing students that score below 45% on the DRP assessment will be using the WIST assessment to determine the appropriate Tier 3 intervention program. Tier 3 refers to intensive intervention for students who have not responded adequately to at least one round of Tier 2 instruction or who are significantly below grade level in reading. This small percentage of students usually have severe reading difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs in the areas of word study, fluency, vocabulary, reading comprehension, and writing.
7. Providing students strategic tutoring classes for Tier 2 and 3 instruction daily
8. Providing small group instruction to the student population academic enrichment weekly to improve writing skills for short and extended responses with the Peer Instructional Coach
9. Analyzing data based on student work during Tier 2 and Tier 3 instruction to assess student growth and rearrange student placement accordingly by all teachers
10. Providing ESL students support services and small group instruction by, pulling students from elective instructional classes and/ or pushing in to core classes from ESL teacher
11. Using informal/formal conferences and observations with students to develop short and long-term goals and identify areas of strengths and weaknesses in order to create individualized action plans.
12. Providing instructional support and professional development to teachers to strengthen content knowledge and student performance.
13. Providing teacher support and development workshops to support integration of literacy strategies across discipline and content to improve reading comprehension and content specific learning
14. Alignment of task across content and grade focused on information and argument writing.
15. Providing students with hands on learning activities to improve vocabulary acquisition and reading comprehension of poetry and drama through literacy and arts in LEAP program
16. Using NYU tutors to give struggling target students individual assistance
17. Integration of STEM Program with key personnel to facilitate Writing Across Content Area

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

1. The Scholastic Code X Curriculum, a New York City Common Core aligned-approved program, will be utilized to provide instruction to all students to enhance reading comprehension. This is our Tier 1 Reading Program Instruction that is based on the state core standards and learning objectives. - Teachers
2. Teachers will modify CCLS aligned units of study based on the data from various assessments. - Teachers

3. Teachers will use daily assessments and exit slips, to amend lesson plans and intervention support. - Teachers
4. The Middle School Quality Initiative Strategic Tutoring Programs, like Light Sail, will be implemented to provide Tier 2 Intervention support and services for all students. Tier 2 refers to intervention for striving readers, including supplemental instruction, and additional practice. Tier 2 instruction focuses on the essential areas of word study, vocabulary, fluency, reading comprehension, and writing and is based on Scientifically Based Reading Research (SBRR). - Teachers will modify CCLS aligned units of study based on the data from various assessments.
5. The students will be assessed using Degrees of Reading Power (DRP) assessment, Performance Series, Running Records and Performance Series to determine independent and instructional reading levels which will provide data for student's Lexile level and Grade Level Equivalency (GLE). Teachers for Grade 6-8
6. Students that score below 45% on the DRP assessment will be assessed using the WIST assessment to determine the appropriate Tier 3 intervention program. Tier 3 refers to intensive intervention for students who have not responded adequately to at least one round of Tier 2 instruction or who are significantly below grade level in reading. This small percentage of students usually have severe reading difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs in the areas of word study, fluency, vocabulary, reading comprehension, and writing. - Teachers for Grade 6 and 7
7. Selected students will receive Tier 2 and 3 instruction daily. - Teachers and Graduate Tutor from NYU.
8. Small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses. Peer Instructional Coach (ELA)
9. Teachers will analyze data based on student work during Tier 2 and Tier 3 instruction to assess student growth and rearrange student placement accordingly. - Teachers
10. ESL students will receive support services and small group instruction from the ESL teacher, who will pull students from elective instructional classes and/ or push in to core classes. – ESL teacher
11. Using informal/formal conferences and observations with students to develop short and long-term goals and identifying areas of strengths and weaknesses in order to create individualized action plans. - All ELA teachers
12. Providing instructional support and professional development to teachers to strengthen content knowledge and student performance. - The Peer Instructional Coach (PIC)
13. Provide teacher support and development workshops to support Integration of literacy strategies across discipline and content to improve reading comprehension and content specific learning. – Peer Instructional Coach, Generation Next Specialist
14. Alignment of task across content and grade focused on information and argument writing. – All Teachers
15. Providing students with hands on learning activities to improve vocabulary acquisition and reading comprehension of poetry and drama through literacy and arts in LEAP program.- ELA Teachers
16. Using NYU tutors to give struggling target students individual assistance – NYU Steinhardt Tutors
17. Integration of STEM Program with key personnel to facilitate Writing Across Content Area – ELA Coach/ Science teacher

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

1. The Scholastic Code X Curriculum, a New York City Common Core aligned-approved program, will be utilized to provide instruction to all students to enhance reading comprehension. This is our Tier 1 Reading Program Instruction that is based on the state core standards and learning objectives**.- Progress will be monitored through student work product, formal and informal assessments and NYS exam scores aligned to CCLS**

2. Teachers will modify CCLS aligned units of study based on the data from various assessments. – **Progress will be monitored through completed Unit Plans, Lesson Plans and access points for students within their lesson plans**

3. Teachers will use daily assessments and exit slips, to amend lesson plans and intervention support. - **The target is to assess student acquisition and assist the teacher in formulating intervention groups within lessons.**
4. The Middle School Quality Initiative Strategic Tutoring Programs, like Light Sail, will be implemented to provide Tier 2 and 3 Intervention support and services for all students. Tier 2 refers to intervention for striving readers, including supplemental instruction, and additional practice. Tier 2 instruction focuses on the essential areas of word study, vocabulary, fluency, reading comprehension, and writing and is based on Scientifically Based Reading Research (SBRR). Tier 3 refers to intensive intervention for students who have not responded adequately to at least one round of Tier 2 instruction or who are significantly below grade level in reading. This small percentage of students usually have severe reading difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs in the areas of word study, fluency, vocabulary, reading comprehension, and writing..- **Target is to improve student scores as evidence through student work products, formal and informal assessments and the CCLS exams.**
5. Students will be assessed using the Degrees of Reading Power (DRP) assessment, Performance Series, and Running Records to determine independent and instructional reading levels which will provide data for student's Lexile level and Grade Level Equivalency (GLE).- **Target is to assess student levels to create effective intervention groups and access points for students.**
6. Students that score below 45% on the DRP assessment will be assessed using the WIST assessment to determine the appropriate Tier 3 intervention program. **Target is to improve student scores as evidence through student work products, formal and informal assessments and the CCLS exams.**
7. Selected students will receive Tier 2 and 3 instruction daily. – **Target is to improve student scores as evidence through student work products, formal and informal assessments and the CCLS exams.**
8. Small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses. - **Target is to improve student scores as evidence through student work products, formal and informal assessments and the CCLS exams.**
9. Teachers will analyze data based on student work during Tier 2 and Tier 3 instruction to assess student growth and rearrange student placement accordingly. - **Target is to assess student levels to create effective intervention groups and access points for students.**
10. Students will receive weekly small group and whole group instruction utilizing the various programs to improve reading comprehension. - **Target is to assess student levels to create effective intervention groups and access points for students' progress will be monitored through formal and informal assessment and student work products.**
11. ESL students will receive support services and small group instruction from the ESL teacher, who will pull students from elective instructional classes and/ or push in to core classes. - **Target is to create effective give access points for students with in the lesson so they can actively stay involved in the lesson. Progress will be monitored through student work product formal and informal assessments.**
12. Teachers will use informal/formal conferences and observations with students to develop short and long-term goals and identify areas of strengths and weaknesses in order to create individualized action plans. – **Target is to actively conference with students so they know where they are academically and what they need to do to improve impact will be an improvement in student scores.**
13. The Professional Development Committee, Peer Instructional Coach (PIC) and Generation Next Specialist will provide instructional support and professional development to teachers to strengthen content knowledge and student performance. - September – June. In September and October students will take multiple baseline diagnostic assessments .**Target is to improve teacher instruction, progress will be monitored by student work products , CCLS exams, formal and informal assessment**.
14. Teachers will alignment of task across content and grade focused on information and argument writing. **Target is to improve student scores as evidence through student work products, formal and informal assessments and the CCLS exams.**

15. Providing students with hands on learning activities to improve vocabulary acquisition and reading comprehension of poetry and drama through literacy and arts in LEAP program. **Target is to improve teacher instruction, progress will be monitored by student work products , CCLS exams, formal and informal assessment.**
16. Using NYU tutors to give struggling target students individual assistance – **Target is to improve students outcome, the progress will be monitored through monthly meetings and tutoring logs.**
17. Integration of STEM Program with key personnel to facilitate Writing Across Content Area – **Target is improving writing across the curriculum in all subject areas, the progress will be monitored through student work product observations and "turn-keyed" professional development.**

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

1. The Scholastic Code X Curriculum, a New York City Common Core aligned-approved program, will be utilized to provide instruction to all students to enhance reading comprehension. This is our Tier 1 Reading Program Instruction that is based on the state core standards and learning objectives. - September – June
2. Teachers will modify CCLS aligned units of study based on the data from various assessments. - September – June
3. Teachers will use daily assessments and exit slips, to amend lesson plans and intervention support. - September – June
4. The Middle School Quality Initiative Strategic Tutoring Programs, like Light Sail, will be implemented to provide Tier 2 Intervention support and services for all students. Tier 2 refers to intervention for striving readers, including supplemental instruction, and additional practice. Tier 2 instruction focuses on the essential areas of word study, vocabulary, fluency, reading comprehension, and writing and is based on Scientifically Based Reading Research (SBRR). September-June
5. Students will be assessed using the Degrees of Reading Power (DRP) assessment, Performance Series, and Running Records to determine independent and instructional reading levels which will provide data for student's Lexile level and Grade Level Equivalency (GLE). – October, January and May
6. Selected students will receive Tier 2 and 3 instruction daily. -October – June
7. Small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses. - December – June
8. Teachers will analyze data based on student work during Tier 2 and Tier 3 instruction to assess student growth and rearrange student placement accordingly. – September, February and June.
9. Students will receive weekly small group and whole group instruction utilizing the various programs to improve reading comprehension. - January- April
10. ESL students will receive support services and small group instruction from the ESL teacher, who will pull students from elective instructional classes and/ or push in to core classes. - September – June
11. Teachers will use informal/formal conferences and observations with students to develop short and long-term goals and identify areas of strengths and weaknesses in order to create individualized action plans. - September – June
12. Provide instructional support and professional development to teachers to strengthen content knowledge and student performance (September – June)
13. The Professional Development Committee, Peer Instructional Coach (PIC) and Generation Next Specialist will provide instructional support and professional development to teachers to strengthen content knowledge and student performance. - September – June
14. Teachers will align task across content and grade focused on information and argument writing.- September- June
15. Providing students with hands on learning activities to improve vocabulary acquisition and reading comprehension of poetry and drama through literacy and arts in LEAP program. November- June
16. Using NYU tutors to give struggling target students individual assistance – **November - June**
17. Integration of STEM Program with key personnel to facilitate Writing Across Content Area – **Monthly October - June**

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

1. The Scholastic Code X Curriculum, a New York City Common Core aligned-approved program, will be utilized to provide instruction to all students to enhance reading comprehension. This is our Tier 1 Reading Program Instruction that is based on the state core standards and learning objectives. – **Ongoing support from Administration and Peer Instructional Coaches to implement effective instruction using the Workshop Model and Team Task**.
2. Teachers will modify CCLS aligned units of study based on the data from various assessments. – Teachers will work in grade teams top discuss professional

development needs as it relates to implementing the Common Core Learning Standards.

3. Teachers will use daily assessments and exit slips, to amend lesson plans and intervention support. – Teachers will implement this on a daily basis.
4. The Middle School Quality Initiative Strategic Tutoring Programs, like Light Sail, will be implemented to provide Tier 2 Intervention support and services for all students. Tier 2 refers to intervention for striving readers, including supplemental instruction, and additional practice. Tier 2 instruction focuses on the essential areas of word study, vocabulary, fluency, reading comprehension, and writing and is based on Scientifically Based Reading Research (SBRR). - Teachers will work in grade teams top discuss professional development needs as it relates to implementing the Common Core Learning Standards.
5. Students will be assessed using the Degrees of Reading Power (DRP) assessment, Performance Series, WIST, and Running Records to determine independent and instructional reading levels which will provide data for student's Lexile level and Grade Level Equivalency (GLE). - The DOE provides the necessary testing materials.
6. Students that score below 45% on the DRP assessment will be assessed using the WIST assessment to determine the appropriate Tier 3 intervention program. Tier 3 refers to intensive intervention for students who have not responded adequately to at least one round of Tier 2 instruction or who are significantly below grade level in reading. This small percentage of students usually have severe reading difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs in the areas of word study, fluency, vocabulary, reading comprehension, and writing. – Extended day for struggling readers and is provided.
7. Selected students will receive Tier 2 and 3 instruction daily. - Teachers will implement this on a daily basis
8. Small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses. – Ongoing monitoring of student self-assessment by Peer Instructional coach
9. Students will receive twice a week small group and whole group instruction utilizing the various programs to improve reading comprehension.
10. ESL students will receive support services and small group instruction from the ESL teacher, who will pull students from elective instructional classes and/ or push in to core classes. - **ESL teacher**
11. Teachers will use informal/formal conferences and observations with students to develop short and long-term goals and identify areas of strengths and weaknesses in order to create individualized action plans. **– Teachers will use professional periods and meeting times to plan and develop goal sheets and action plans**
12. The Professional Development Committee, Peer Instructional Coach (PIC) and Generation next Specialist will provide instructional support and professional development to teachers to strengthen content knowledge and student performance. **During monthly meetings and during the professional periods assigned to teachers**
13. Provide teacher support and development workshops to support Integration of literacy strategies across discipline and content to improve reading comprehension and content specific learning. **Programmed during the professional development sessions Mondays, CFN labsites and outside professional development offerings.**
14. Teachers will align task across content and grade focused on information and argument writing. Teachers will create these units and revise based on data and instruction needs. **During prep periods, professional periods, June planning and departmental meetings**
15. Providing students with hands on learning activities to improve vocabulary acquisition and reading comprehension of poetry and drama through literacy and arts in LEAP program. LEAP Grant provides resources and teacher for this program. **LeAp initial planning meeting, monthly updates with LeAp teacher, Instructional cabinet feedback from LeAp Classes.**
16. Using NYU tutors to give struggling target students individual assistance – NYU Steinhardt Tutors – **Tutors push in for small group support during the ELA and Social Studies classrooms. Small groups are pulled from Dance, gym and lunch.**
17. Integration of STEM Program with key personnel to facilitate Writing Across Content Area – ELA Coach/ Science teacher, **6th period PD and monthly STEM meetings.**

18.

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).
1. September, November, March and May: Parent Teacher Conferences. 2. September- June : Weekly teachers will schedule conferences with parents regarding progress in meeting the CCLS and strategies to improve academic performance 3. In October, December, February, and May students will receive progress reports. 4. Curriculum Night 5. MS 385 Holiday Theater – Student performances 6. Individual teacher Engrade reports 7. Monthly News Letter/ Calendars .

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Middle School Quality Initiative Fund Teacher Incentive Fund The Teacher Incentive Fund (TIF) awarded to the DOE to provides additional resources to pilot new teacher leadership roles with goals focused on: 1. Cultural shifts towards shared instructional leadership 2. Progression and accelerated movement towards highly effective teaching 3. Smart Retention - Establishing a system to retain highly effective teachers											

Goal and Action Plan #2

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

Annual Goal #2

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

All Math teachers will incorporate collaborative learning through student centered instruction to ensure a consistent high level of student engagement as evidenced by an increase of 20% of the teachers being rated effective in 3C, student engagement by June 2015.

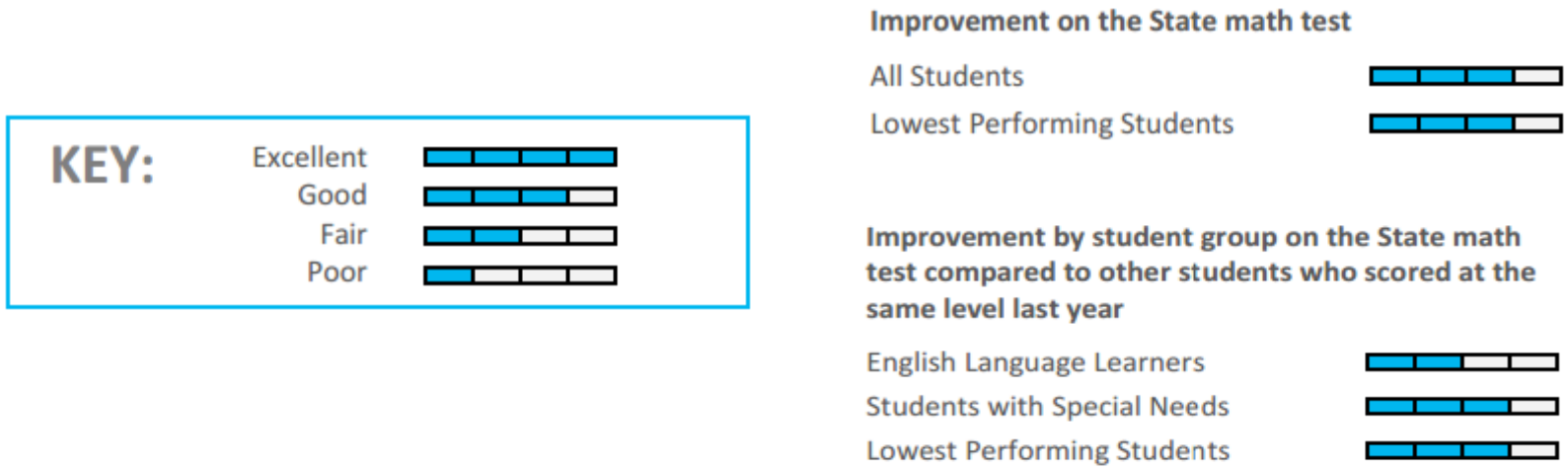
Comprehensive Needs Assessment

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's problem solving sills are below proficiency standards at their grade level. Weak comprehension skills and lack of experience with problem-solving tasks and strategies impede students' progress in mastering the Common Core Standards.

An analysis of our data showed that in the New York State math test conducted in the spring of 2014 only 4.9% of our students scored at Proficiency Levels 3 and above.

2014 NYS Mathematics Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	51.9%	69.2%	63.3%	61.8%
Level 2	37.0%	26.9%	34.7%	33.3%
Level 3	11.1%	0.0%	2.0%	3.9%
Level 4	0.0%	3.8%	0.0%	1.0%



Student performance can by analyzed from the results of their performance in the New York State Common Core Assessments. These results have been used to monitor student proficiency and track student progress to target instruction and intervention strategies. Grade Level Unit Pre-Assessments and Unit Post-Assessments results will assist in identifying areas of strengths and weaknesses to differentiate instruction by content strands.

Instructional Strategies/Activities

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

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

1. Common Grade Pre and Post Unit Assessments and Data Analysis
2. Teacher created assessment based on student classroom instruction goals
3. Common Core Tasks
4. Informal/Formal Conferences with students
5. Student Reflections of Assessments and Tasks
6. Teacher Mentoring & Classroom Inter-visitations
7. Use of exit slips to monitor comprehension lessons
8. Targeted teacher and peer feedback of student work
9. Accountable talk utilizing effective Problem Solving Strategies
10. Technology Based Learning
    a. LearnBop: Challenges students with concepts that are assigned from a roadmap of interactive “Bops”. “Bops” quickly uncover knowledge gaps and identify the prerequisite topics and Common Core standards each student needs to master to keep students moving forward.

b. Junior Achievement - JA Finance Park gives middle students an opportunity to develop personal money management skills, acquire personal finance knowledge, and prepares them for the financial decisions and challenges of their adult lives

11. Corporate Partnerships:
    a. PricewaterhouseCoopers Partnership - An accounting firm that focuses on audit and assurance, tax and consulting services.
    b. People's Alliance Federal- A credit union that promotes banking and savings.
    c. Credit Suisse Group Partnership- A multinational financial services holding company that organized as a stock corporation with four divisions: Investment Banking, Private Banking, Asset Management, and a Shared Service.

**These partnerships expose students to the world of Finance, Communication, and Career Exploration. The goals of the programs are to provide opportunities for our students to enhance their communication skills and expose them to the components of financial markets to develop strong money management skills. In addition, students will develop an understanding of their future career opportunities.

12. Using NYU tutors to give struggling target students individual assistance
13. Integration of STEM Program with key personnel to facilitate Writing Across Content Area
14. Small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses.

Providing instructional support and professional development to teachers to strengthen content knowledge and student performance.

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

1. Administration and Peer Instructional Coach (PIC) will work with teachers to write grade level Unit Plans and align classroom instruction and activities to the Common Core Mathematics Standards.- Common Grade Pre and Post Unit Assessments and Data Analysis
2. Teachers will weekly create classroom assessments and analyze data of classroom proficiency. –Teacher created classroom assessments.
3. Grade-level teachers will engage in Student Analysis Protocols to understand concept strengths and weaknesses by of Common Core Task and assessments.
4. Teachers and Graduate Tutors from New York University will confer with students to discuss their progress to identify "next steps" within each Unit of Study. - Informal/Formal Conferences with students.
5. Teachers will guide student reflections to create weekly and yearly goals. Students identify their areas of mastery and areas of improvement for more effective conferencing sessions. - Student Reflections of Assessments and Tasks
6. Peer Instructional Coach and Administration will provide support to teacher with the planning and feedback of instruction. PIC will also attend Network professional development to share curriculum and developments in the new teacher evaluation system. – Teacher Mentoring and Intervisitations.
7. Peer Instructional Coach will support teachers with using Exit Slips as a data tool for understanding "next steps" for student comprehension. - Use of exit slips to monitor comprehension lessons.
8. Teachers and students peers will provide targeted feedback using relevant rubrics on work products to support reasoning and comprehension growth. – Targeted feedback.
9. Teachers and students will engage students in accountable discussions to foster better communication and writing skills and development of reasoning of problems-Accountable talk
10. Teachers will use computer based learning using I-Ready, LearnBop, Aris, and Engrade to assess the effectiveness of instruction and to measure student growth. - Technology Based Learning.
11. A. Junior Achievement lessons will engage students in activities foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning.
    B. Volunteers from PricewaterhouseCoopers and Credit Suisse will engage students in activities related to math and finance in the real world.
    C. People's Alliance Federal will engage students in activities related to banking and savings and discuss the benefits of doing business with a credit

union verses a bank. Corporate Partnerships

12. Using NYU tutors to give struggling target students individual assistance
13. Science teacher will Integrate STEM Program focusing on science, math and writing across the curriculum
14. Teachers will facilitate small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses.
15. Administration and the instructional cabinet will provide instructional support and professional development to teachers to strengthen content knowledge and student performance.

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

1. Teachers will administer student Unit Pre- Assessment to assess student's prior knowledge and adjust instruction. **Progress will be monitored through student work during the inquiry process**
2. Teachers will create weekly assessments based on weekly standards and informal data to inform instruction and student grouping. **Progress will be monitored in weekly departmental meeting and periodically in the instructional cabinet.**
3. Teachers and students will review their assessment data and develop year's Math Goals. **Progress will be monitored in the instructional cabinet and in weekly departmental meetings.**
4. Teachers and teacher assistants will engage in daily conferencing with students to assess acquisition of knowledge. **Progress will be monitored through conference logs and formal/informal observations.**
5. Teachers will administer the Baseline and Benchmark Math Benchmark Assessments to track progress and modify yearly goals. Throughout the year, teachers will review Grade Post Unit Assessments and identify areas of improvement in instruction and learning. **Progress will be monitored through student work, student grades and teacher data analysis.**
6. Peer Instructional Coaches will visit classroom and take low inference notes to support teacher pedagogy using the Danielson Framework for Teaching. **Progress will be monitored in Monthly TIF meetings, teacher-PIC debriefs, monthly administrative updates.**
7. Teachers and Peer Instructional Coaches will evaluate use of exit-slip data in planning lessons. **Progress will be monitored by individual teachers and departmental heads.**
8. Teachers and students will review student portfolios for student reflections of feedback received from teacher or peer. **Progress will be monitored by individual teachers and departmental chairs.**
9. Teachers and students will engage students in accountable discussions to foster better communication and writing skills and development of reasoning of problems-Accountable talk. **Progress will be monitored through formal/ informal observations.**
10. Teachers will use computer based data to guide instructions to meet Common Core goals. **Progress will be monitored by the Learn Bop, school Administration, individual teachers and departmental chairs.**
11. Students will engage in weekly and monthly activities related to math to acquire knowledge that will prepare them for the real-world of Finance. **Progress will be monitored by Junior Achievement, Credit Suisse, School administration**
12. Using NYU tutors to give struggling target students individual assistance. **Progress will be monitored by conference logs and student scores.**
13. Science teacher will Integrate STEM Program focusing on science, math and writing across the curriculum. **Progress will be monitored by student work**
14. Teachers will facilitate small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses. **Progress will be monitored by student portfolios and work**
15. Administration and the instructional cabinet will provide instructional support and professional development to teachers to strengthen content knowledge and student performance. **Progress will be monitored by the movement in domain in Advance**

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

1. Grade Level Common Unit Assessments and Data Analysis :September 2014 – June 2015

2. Teacher created assessments and tasks: September 2014 – June 2015
3. Student Reflections of Assessments and Tasks :September 2014 – June 2015
4. Informal/Formal Conferences with students :September 2014 – June 2015
5. Baseline and Benchmark Common Core Assessments: September 2014 to February 2015
6. Teacher Mentoring & Intervisitations: September 2014 – June 2015
7. Use of exit slips to monitor comprehension lessons: September 2014 – June 2015
8. Ensure teacher feed back is targeted feedback in student portfolios and journals- September 2014 – June 2015
9. Student-Led discussion and higher order thinking questioning strategies- September 2014 – June 2015
10. Technology Based Learning on LearnBop :September 2014 – June 2015
11. Corporate Partnerships
    - Junior Achievement: December 2014 – February 2015
    - PricewaterhouseCoopers Partnership - December 2014 – June 2015
    - People's Alliance Credit Union-September 2014- June 2015
    - Credit Suisse Group Partnership- December 2014 – February 2015
12. Using NYU tutors to give struggling target students individual assistance. **November 2014- June 2015**
13. Science teacher will Integrate STEM Program focusing on science, math and writing across the curriculum. **September 2014- June 2015**
14. Teachers will facilitate small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses. **November 2014- April 2015**
15. Administration and the instructional cabinet will provide instructional support and professional development to teachers to strengthen content knowledge and student performance. **November 2014- June 2015**

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

1. Grade Level Unit Assessments and Task Data Analysis: Through additional per session funding, educators will be able to meet to create Grade Unit Assessments and Performance Tasks.
2. During weekly common planning periods teachers will analyze weekly assessments. All classroom assessments will mirror New York Common Core Math Assessment format. Teachers will analyze the effectiveness of their assessments and after school intervention program using the data from the Common Core Tasks.
3. Teachers will discuss with students their progress in class and on grade assessments to develop and plan "next steps" of their learning. Teachers will share data and student goals with parents throughout the year, and create goal sheets to incorporate short and long term goals for students to guide and assist them in their progress towards mastery.
4. Support Staff and New York University tutors will conference with students daily for student mastery of concepts. Parents will receive progress reports of child's progress.
5. Teachers will provide students the opportunity to analyze their work to identify areas of improvement. Students will highlight and clear the common misconceptions and errors so that the comprehension of standards improves over time as they provide create their monthly and yearly goals.
6. Peer Instructional Coach will debrief with teachers on next steps in instruction to support student growth.
7. Peer Instructional Coach and administration with monitor teachers use of daily classroom assessment strategies such as exit slips. Exit slips will provide teachers with a quick snapshot of how well students understood a concept, and help teachers modify their lesson plans according to the strengths and weaknesses highlighted.
8. Peer Instructional coaches and administration support staff and other personnel to deepen their knowledge related to effective teaching feedback practices.

9. Teachers will receive professional development on how to foster rich discussion in the classroom. Peer Instructional coaches will give feed back to teachers about the quality of their questioning techniques and rigor questions asked during lessons.
10. Peer Instructional Coach and software developers will support teachers with computer-based programs (LearnBop) in an effort to deepen student content knowledge and monitor progress. LearnBop challenges students with concepts that are assigned from a roadmap of interactive "Bops". "Bops" quickly uncover knowledge gaps and identify the prerequisite topics and Common Core standards each student needs to master to keep students moving forward.
11. Junior Achievement Finance & Cooperate Partnerships will help students build a foundation upon which they can make intelligent financial decisions, including decisions related to income, expenses, savings, and credit, composed of 12 classroom lessons.
    a. Corporate Partnerships:
        i. PricewaterhouseCoopers Partnership – Once a month PWC volunteers will engage students in activities that support an understanding of the real-world of Finance. Activities will be focused around Budgeting, Investing for the Future, Creditworthiness, and Career Exploration
        ii. People's Alliance Credit Union- Twice a month PAC volunteers will engage discuss credit union benefits, and engage students in banking activities as both customer and the teller.
        iii. Credit Suisse Group Partnership- A multinational financial services holding company that organized as a stock corporation with four divisions: Investment Banking, Private Banking, Asset Management, and a Shared Service.
        **These partnerships expose students to the world of Finance, Communication, and Career Exploration. The goals of the programs are to provide opportunities for our students to enhance their communication skills and expose them to the components of financial markets to develop strong money management skills. In addition, students will develop an understanding of their future career opportunities.
12. Using NYU tutors to give struggling target students individual assistance. **Through NYU grant funding, tutors will push in to select classes and pull small groups during the school day.**
13. Science teacher will Integrate STEM Program focusing on science, math and writing across the curriculum. **Through STEM initiative funding- teachers will turnkey during the teacher professional periods.**
14. Teachers will facilitate small group of the student population will receive academic enrichment weekly to improve writing skills for short and extended responses in math. **Through per session funding**
15. Administration and the instructional cabinet will provide instructional support and professional development to teachers to strengthen content knowledge and student performance. **Monday PD's funded through the UFT contract with NYC**

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).

1. November 2014 to June 2015: Formal Teacher Conferences so that parents are aware of their child's progress and areas that need improvement.
2. September 2014 to June: 2015 Students and parents will receive Periodic Progress Reports and Teacher conference notes.
3. October 2014 to June: Teachers will use Engrade and Learnbop to track student performance and communicate progress with parents.
4. Extended Day for struggling learners and Enrichment for high performing students are provided and students' performance will be communicated with parents with Progress Reports.
5. 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 in math. Use of Engrade; an online teacher Gradebook that parents can see to monitor their child's academic and social progress and interact with teachers.

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.
Teacher Incentive Fund The Teacher Incentive Fund (TIF) awarded to the DOE to provides additional resources to pilot new teacher leadership roles with goals focused on: 1. Cultural shifts towards shared instructional leadership 2. Progression and accelerated movement towards highly effective teaching 3. Smart Retention - Establishing a system to retain highly effective teachers

Goal and Action Plan # 3

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

Annual Goal #3

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

By June 2015, the school will have a 10% increase in students' average report card grade by increasing the level and quality of professional development for the staff.

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.

Based on the New York State Common Core Exam results, there is a need to ensure that our curriculum maps, classroom environment and academic expectations are aligned with these new standards. There is great variation in student performance on the State exams and in order to meet the needs of all students we must understand how to effectively plan lessons and differentiate instruction. Therefore, teachers need to be provided professional development in order to provide support to accomplish their goals.

An analysis of our data showed that in the New York State ELA test conducted in the spring of 2014 only 5.1% of our students scored at Proficiency Levels 3 and above and in the New York State math test conducted in the spring of 2014 only 4.9% of our students scored at Proficiency Levels 3 and above.

2014 NYS English Language Arts Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	50.0%	66.7%	68.8%	63.3%
Level 2	42.3%	29.2%	27.1%	31.6%
Level 3	0.0%	0.0%	2.1%	1.0%
Level 4	7.7%	4.2%	2.1%	4.1%

2014 NYS Mathematics Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	51.9%	69.2%	63.3%	61.8%
Level 2	37.0%	26.9%	34.7%	33.3%
Level 3	11.1%	0.0%	2.0%	3.9%
Level 4	0.0%	3.8%	0.0%	1.0%

Professional Development: To develop individual plans derived from the Initial Planning Conference (IPC). All professional development activities will be strategically planned to enhance the individual growth as well as school improvement.

Instructional Strategies/Activities

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

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

1. Articulating clear expectations for teacher practice which will serve as the focus for teacher development
2. Restructuring professional development model specifically to address the needs of the teacher and student to meet the benchmarks in the Common Core Learning Standards
3. Developing a matrix of staff support activities based on the school goals.
4. Conducting weekly Professional Development aligned to Danielson Framework, the CCLS, Quality Review Feedback and Network Feedback
5. Actively evaluating progress of teacher performance in regard to the Danielson Framework and its impact on student performance as evidenced by formal and informal assessments.
6. One-on-one conversations with each teacher and set professional goals aligned to the Framework for Teaching and the Common Core Learning Standards.
7. Administration has identified a few teachers who are in danger of being rated developing or ineffective. These teachers have been assigned teacher partners that weekly assess and plan to move the teachers along the Danielson Framework.
8. Engaging in short, frequent cycles of classroom observation and collaboratively examining student work.
9. Receiving outside professional development from TIF. - Peer Instructional Coaches
10. Conducting frequent low inference observations and give timely informal feedback to colleagues.
11. Continually working with the Peer Instructional Coaches and Teacher Incentive Fund coaches to demonstrate best practices to the entire staff.
12. Selected staff will attend CFN 112 Lab Sites monthly.
13. Conducting weekly departmental meetings.
14. Teacher Partners will work together to improve classroom pedagogy and best practices.
15. Giving evidence-based feedback that teachers can act on to provide targeted support as they increase the rigor of instruction for their students.
16. Teacher teams reviewing student work to ensure that it is inquiry-based and make necessary alignments to produce academic rigor and differentiated instruction
17. Peer Instructional Coaches, Teacher Team Leaders, and network support staff actively engage in inter-visitation using low inference notes
18. Administration will hold frequent discussions about improving teacher practice and how it reflects on student performance in the class room environment.
19. Network staff and the TIF support staff support teachers weekly through low inference observations and conferencing allowing actionable self-reflective feedback for teacher growth.
20. The network, TIF, and MSQI personnel have also provided professional development on the Danielson Framework and expectations.
21. Based on the data provided by Advance, professional development is created and revised to meet the individual and group needs of teachers.
22. Also, student data reveals additional support that is needed to address content through departmental meetings.
23. Feedback is provided regularly by the principal, assistant principal, network support, PIC, and TIF personnel.

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

1. Articulate clear expectations for teacher practice - **The Principal , Assistant Principal, Peer Instructional Coaches**

2. Restructure professional development model - **Assistant Principal and Peer Instructional Coaches**
3. Will have one-on-one conversations with each teacher and set professional goals - **The Principal and Assistant Principal**
4. Teachers with Teacher Improvement plans will meet monthly with the assistant principal to receive resources and assistance. **Principal will observe the teacher**
5. Will have one-on-one conversations with each teacher and set professional goals – **The principal and assistant principal**
6. Will engage in short, frequent cycles of classroom observation - **Principal and Assistant Principal**
7. Conduct frequent low inference observations and give timely informal feedback to colleagues. - **Peer instructional Coaches and Demonstration Teacher**
8. Demonstrate best practices to the entire staff. **Ms. Rice. Ms. Cudjoe (Peer Instructional Coaches).**
9. CFN 112 Lab Sites monthly. – **Ms. Malcolm, Principal, Oni Hutchinson, TIF Personnel and CFN 112 Personnel**
10. Will conduct 1 hour weekly departmental meetings. – **Principal Ms. A Malcolm, Peer Instructional Coaches Ms. Rice and Ms. Cudjoe, ELA and Math Teachers**
11. Conducting weekly Professional Development aligned to Danielson Framework and the CCLS **- Assistant Principal Ms. R. Lewis, Peer Instructional Coaches Ms. Rice and Ms. Cudjoe, Ms. Oni Hutchison (CFN 112 personnel)**
12. Outside professional development from TIF. **– Peer Instructional Coaches Ms. Rice and Ms. Cudjoe**
13. Teacher Partners will work together to improve classroom pedagogy and best practices. **Ms. Lewis, Ms. Cudjoe, Ms. Rice**
14. Evidence-based feedback will be given that teachers can act on to provide targeted support as they increase the rigor of instruction for their students. – **Ms. Malcolm (Principal) and Ms. Lewis (Asst. Principal)**
15. Actively evaluate progress of teacher performance - (**Ms. Malcolm, Principal Ms. Lewis Asst. Principal)**
16. Teacher teams will review student work to make informed decisions about professional learning– **Ms. Malcolm, Ms. Rice, Ms. Cudjoe, Ms. Lewis and Entire Teaching Staff**
17. Develop a matrix of staff support activities based on the school goals. –**Ms. Malcolm (Principal)Principal - Anne-Marie Malcolm**
18. Data Analysis developed around CCLS Exams to create a professional plan for learning **(NexEd)**

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

1. Articulate clear expectations for teacher practice - **The Principal , Assistant Principal, Peer Instructional Coaches will engage in short cycles of observations to observe progress and evaluate effectiveness**
2. Restructure professional development plan – **Cabinet will evaluate based on progress made in the classrooms, observations cycles and student test scores**
3. Will have one-on-one conversations with each teacher and set professional goals - **The Principal and Assistant Principal**
4. Teachers with Teacher Improvement plans will meet monthly with the assistant principal to receive resources and assistance. **Principal will observe and note progress of teacher**
5. Will have one-on-one conversations with each teacher and set professional goals – **Target- continue the professional conversations open and productive. Progress / effectiveness will be noted in the continuation of the short cycles of observations.**
6. Will engage in short, frequent cycles of classroom observation – **Effectiveness will be measured in the Danielson Framework**
7. Conduct frequent low inference observations and give timely informal feedback to colleagues. **- Peer Instructional coaches will report back to the principal's cabinet to evaluate progress.**
8. Demonstrate best practices to the entire staff. **Effectiveness will be seen in the short cycles of observations with other teachers emulating best practices**
9. CFN 112 Lab Sites monthly. – **Based on the monthly lab sites and short cycles of observation, the PD structure for the teachers will be changed and restructured.**

10. Will conduct 1 hour weekly departmental meetings. - **Cabinet will evaluate based on progress made in the classrooms, observations cycles and student test scores Cabinet will evaluate based on progress made in the classrooms, observations cycles and student test scores**
11. Conduct weekly Professional Development aligned to Danielson Framework and the CCLS **– Assistant Principal Ms. R. Lewis, Principal Ms. Malcolm, Peer Instructional Coaches Ms. Rice and Ms. Cudjoe**
12. Outside professional development from TIF. **– Cabinet will evaluate based on progress made in the classrooms, observations cycles and student test scores of the classes of the instructional coaches and demonstrative teacher**
13. Teacher Partners will work together to improve classroom pedagogy and best practices. **Cabinet will evaluate based on progress made in the classrooms, observations cycles as measured by the Danielson Framework and student test scores**
14. Evidence-based feedback will be given that teachers can act on to provide targeted support as they increase the rigor of instruction for their students – **target is to give regular monthly feedback through observations.**
15. Actively evaluate progress of teacher performance -**effectiveness will be measured by the Danielson Framework**
16. Teacher teams will review student work to make decisions about student learning – **To determine the progress of student work and determine next steps**
17. Develop a matrix of staff support activities based on the school goals. –**To keeps track of all supports given to staff and progress made towards goal**
18. Data Analysis developed around CCLS Exams to create a professional plan for learning **NexEd will assist in analyzing data throughout the year**

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

1. Articulate clear expectations for teacher practice which will serve as the focus for teacher development. September 2014- June 2015
2. Restructure professional development– August 2015 – May 2015, ongoing as needed
3. Will have one-on-one conversations with each teacher and set professional goals September 2014
4. Teachers with TIP plan meeting (ongoing)
5. Will have one-on-one conversations with each teacher and set professional goals (three times throughout the year)
6. Frequent cycles of classroom observation – September 2014- May 2015
7. Conduct frequent low inference observations and give timely informal feedback to colleagues. – October 2014 – May 2015
8. Demonstrate best practices to the entire staff - September 2014 – June 2015
9. CFN 112 Lab Sites monthly. – October 2014 – May 2015
10. Will conduct various PD's during some of the weekly departmental meetings. September 2014 – June 2015
11. Outside professional development from TIF. – October 2014 – May 2015
12. Teacher Partners will work together to improve classroom pedagogy and best practices. November 2014 – June 2015
13. Evidence-based feedback will be given that teachers– October 2014- June 2015
14. Actively evaluate progress of teacher performance - October 2014 – June 2015
15. Teacher teams will review student work – September 2014 – June 2015
16. Develop a matrix of staff support activities based on the school goals. – July 2014 – May 2015
17. Teacher teams will look at student work to make informed decisions about student learning (ongoing) September – June
18. Data Analysis developed around CCLS Exams to create a professional plan for learning **July 2014 – August 2015 (ongoing)**

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

1. Articulate clear expectations for teacher practice which will serve as the focus for teacher development. - Principal Cabinet Meeting Tuesdays 7th and 8th and Thursdays 2nd
2. Restructure professional development– Principal Cabinet Meeting Tuesdays 7th and 8th and Thursdays 2nd / planning sessions during the summer
3. Will have one-on-one conversations with each teacher and set professional goals – scheduled during teacher professional periods/ preps

4. Teachers with TIP plan – Once monthly
5. Will have one-on-one conversations with each teacher and set professional goals – Principal's individual conference schedule
6. Frequent cycles of classroom observation – during the school day
7. Conduct frequent low inference observations and give timely informal feedback to colleagues. – during the school day/ debriefing during the teacher professional periods
8. Demonstrate best practices to the entire staff – During teacher professional periods/ prep periods
9. CFN 112 Lab Sites monthly – During the school day/ coverages – ATR's used for absent teachers, school budget to cover coverages
10. Will conduct various PD's during some of the weekly departmental meetings and Professional development sessions on Thursday. - Tuesdays 3rd and 4th periods
11. Outside professional development from TIF. – Tuesdays 3rd and 4th periods , TIF funding to cover absent TIF staff members
12. Teacher Partners will work together to improve classroom pedagogy and best practices. - Before and after school and during professional periods
13. Evidence-based feedback will be given to teachers– scheduled during teacher professional periods/ preps
14. Actively evaluate progress of teacher performance - during the school day
15. Teacher teams will review student work – Thursdays from 2- 3pm during the PD/ Inquiry time
16. Develop a matrix of staff support activities based on the school goals. – planning week before school and during the principal's cabinet Mondays periods 7and 8
17. Teacher teams will look at student work to make informed decisions about student learning (ongoing) September – June
18. Data Analysis developed around CCLS Exams to create a professional plan for learning **Monthly Meetings with NexEd**

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).
N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Teacher's Incentive Fund Urban Advantage Funding for Science Teacher											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, the school will improve its school level decision making by improving its use of data as evidenced by school wide data systems.

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.
As a school, based on the 2013-14 Quality Review, student CCLS exam data and a review of teacher practice we determined there is a great need to use formative and summative assessments to differentiate and drive instruction. There is a great variation in how teachers gather and use data to drive instruction and improve the differentiation Our school uses the learning environment survey, state exams scores, benchmark assessments, pre and post unit exams to drive our goal setting and action planning. Once the data has been compiled, teacher teams and instructional teams actively meet to discuss, plan, and revise curriculum, unit plans, pacing calendars, and lesson.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Articulating clear expectations for the use of data in the school 2. Restructuring professional development model specifically to address the needs of how to use formative and summative assessments to differentiate instruction 3. Aligning the professional development plan aligned to teach and support various forms of delivering, analyzing and reviewing assessment through various times in the school year 4. Teachers will complete a book study on the various forms of formative and summative assessments 5. Department head will assist teachers in reviewing and analyzing unit pre-test and post-test data 6. Wednesdays – teachers will use student work to collect data from various grades and generate academic tools and interventions to use with the students to improve scaffolds and student outcomes 7. Mentor teacher will work with new teachers to create pre and post assessments to drive instruction 8. Using NexEd to identify long term data trends on prior year state wide assessments 9. Review data trends in the instructional cabinet meetings to make informed decisions departmentally 10. All departments will revise and develop unit plans that include specific instructional supports and learning goals to meet the needs of students 11. Engaging in short, frequent cycles of classroom observation and collaboratively examining teacher data streams. 12. Teachers will develop a consistent method for meeting with small groups

13. Peer Instructional Coaches, Teacher Team Leaders, and network support staff actively engage conversations around data
14. The school tracks and adjusts progress through data analysis sheets to monitor student groups and change flexible grouping to accelerate student learning.

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

1. Articulating clear expectations for the use of data in the school **(Principal and Instructional Cabinet)**
2. Restructuring professional development model specifically to address the needs of how to use formative and summative assessments to differentiate instruction **(Principal, Assistant Principal and Instructional Cabinet)**
3. Aligning the professional development plan aligned to teach and support various forms of delivering, analyzing and reviewing assessment through various times in the school year. **(Principal, Assistant Principal, Instructional Cabinet and Network)**
4. Teachers will complete a book study on the various forms of formative and summative assessments. **(Assistant Principal and Instructional Cabinet)**
5. Department head will assist teachers in reviewing and analyzing unit pre-test and post-test data **(Peer Instructional Coaches and Mentors)**
6. Wednesdays – teachers will use student work to collect data from various grades and generate academic tools and interventions to use with the students to improve scaffolds and student outcomes. **(Teacher Teams/ All teachers)**
7. Mentor teacher will work with new teachers to create pre and post assessments to drive instruction **(Mentors and New teachers)**
8. Using NexEd to identify long term data trends on prior year state wide assessments **(NexEd and the Principal)**
9. Review data trends in the instructional cabinet meetings to make informed decisions departmentally **(Principal, Assistant Principal and Instructional Cabinet)**
10. All departments will revise and develop unit plans that include specific instructional supports and learning goals to meet the needs of students. **(Teacher Teams/ All teachers)**
11. Engaging in short, frequent cycles of classroom observation and collaboratively examining teacher data streams. **(Principal, Assistant Principal)**
12. Teachers will develop a consistent method for meeting with small groups. **(All teachers and Peer Instructional Coaches)**
13. Peer Instructional Coaches, Teacher Team Leaders, and network support staff actively engage conversations around data. **(Entire Staff)**
14. The school tracks and adjusts progress through data analysis sheets to monitor student groups and change flexible grouping to accelerate student learning. **(Teacher Teams/ All teachers)**

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

1. Articulating clear expectations for the use of data in the school **(School wide goals, PD agendas, informal and formal observations)**
2. Restructuring professional development model specifically to address the needs of how to use formative and summative assessments to differentiate instruction **(PD Plan, agendas, minutes from meetings)**
3. Aligning the professional development plan aligned to teach and support various forms of delivering, analyzing and reviewing assessment through various times in the school year. **(PD Plan)**
4. Teachers will complete a book study on the various forms of formative and summative assessments. **(Teacher reflections, exit tickets from PD, agendas, teacher notes, informal and formal observations)**
5. Department head will assist teachers in reviewing and analyzing unit pre-test and post-test data **(teacher data analysis sheets, departmental agendas and flexible grouping charts)**
6. Wednesdays – teachers will use student work to collect data from various grades and generate academic tools and interventions to use with the students to improve scaffolds and student outcomes. **(Inquiry Agendas, Inquiry artifacts, student work, CCLS exam scores)**
7. Mentor teacher will work with new teachers to create pre and post assessments to drive instruction **(data analysis sheets, new mentor system)**
8. Using NexEd to identify long term data trends on prior year state wide assessments **(Nexed documentation analysis)**
9. Review data trends in the instructional cabinet meetings to make informed decisions departmentally **(PD Plan, agendas, minutes from meetings)**

10. All departments will revise and develop unit plans that include specific instructional supports and learning goals to meet the needs of students. **(PD Plan, unit plans, agendas, minutes from meetings)**
11. Engaging in short, frequent cycles of classroom observation and collaboratively examining teacher data streams. **(Advance data)**
12. Teachers will develop a consistent method for meeting with small groups. **(lesson plans, unit plans)**
13. Peer Instructional Coaches, Teacher Team Leaders, and network support staff actively engage conversations around data. **(PD Plan, unit plans, agendas, minutes from meetings)**
14. The school tracks and adjusts progress through data analysis sheets to monitor student groups and change flexible grouping to accelerate student learning. **(PD Plan, unit plans, agendas, minutes from meetings)**

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

1. Articulating clear expectations for the use of data in the school **(September 2014)**
2. Restructuring professional development model specifically to address the needs of how to use formative and summative assessments to differentiate instruction **(August 2014 – June 2015) ongoing**
3. Aligning the professional development plan aligned to teach and support various forms of delivering, analyzing and reviewing assessment through various times in the school year. **(August 2014 – June 2015) ongoing**
4. Teachers will complete a book study on the various forms of formative and summative assessments. **(August 2014 – June 2015) ongoing**
5. Department head will assist teachers in reviewing and analyzing unit pre-test and post-test data **(September - June)**
6. Wednesdays – teachers will use student work to collect data from various grades and generate academic tools and interventions to use with the students to improve scaffolds and student outcomes. **(October 2014 – June 2015)**
7. Mentor teacher will work with new teachers to create pre and post assessments to drive instruction **(October 2014- June 2015)**
8. Using NexEd to identify long term data trends on prior year state wide assessments **(August 2014, December 2014 April 2015)**
9. Review data trends in the instructional cabinet meetings to make informed decisions departmentally **(ongoing September 2014- June 2015)**
10. All departments will revise and develop unit plans that include specific instructional supports and learning goals to meet the needs of students. **(September 2014 – June 2015)**
11. Engaging in short, frequent cycles of classroom observation and collaboratively examining teacher data streams. **(September 2014- June 2015)**
12. Teachers will develop a consistent method for meeting with small groups. **(September 2014- June 2015)**
13. Peer Instructional Coaches, Teacher Team Leaders, and network support staff actively engage conversations around data. **(September 2014 – June 2015)**
14. The school tracks and adjusts progress through data analysis sheets to monitor student groups and change flexible grouping to accelerate student learning. **(September 2014- June 2015)**

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

1. Articulating clear expectations for the use of data in the school – **mandated chancellor's conference to specify goals and articulate it to staff, instructional cabinet meeting to reinforce to departmental chairs the significance to relay to the teachers.**
2. Restructuring professional development model specifically to address the needs of how to use formative and summative assessments to differentiate instruction – **during the instructional cabinet, during the summer and june planning.**
3. Aligning the professional development plan aligned to teach and support various forms of delivering, analyzing and reviewing assessment through various times in the school year. **During the instructional cabinet and cabinet meetings.**
4. Teachers will complete a book study on the various forms of formative and summative assessments. **Book provided by the CFN, Monday PD's**
5. Department head will assist teachers in reviewing and analyzing unit pre-test and post-test data **Programmed for Monday and Tuesday departmental meetings.**
6. Wednesdays – teachers will use student work to collect data from various grades and generate academic tools and interventions to use with the

students to improve scaffolds and student outcomes. **Programmed for Wednesdays – 6th period inquiry meeting.**

7. Mentor teacher will work with new teachers to create pre and post assessments to drive instruction **after school**
8. Using NexEd to identify long term data trends on prior year state wide assessments **ongoing offsite/ paid for through school budget**
9. Review data trends in the instructional cabinet meetings to make informed decisions departmentally **programmed for specific times during the Monday and Tuesday professional periods**
10. All departments will revise and develop unit plans that include specific instructional supports and learning goals to meet the needs of students. **Programmed for Monday and Tuesday professional periods and during teacher prep periods.**
11. Engaging in short, frequent cycles of classroom observation and collaboratively examining teacher data streams. **programmed for various times from October – June**
12. Teachers will develop a consistent method for meeting with small groups. **Individual teacher reflection and departmental planning**
13. Peer Instructional Coaches, Teacher Team Leaders, and network support staff actively engage conversations around data. **During the planned PIC periods and inter-visitation schedule**
14. The school tracks and adjusts progress through data analysis sheets to monitor student groups and change flexible grouping to accelerate student learning. Programmed during **Cabinet meetings, weekly departmental meetings and during selected Monday professional developments**

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).

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

By June 15, 2015, the school will have a 1% increase in in school wised attendance by fostering positive relationships with students having chronic attendance problem.

Comprehensive Needs Assessment

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

Analysis of the past attendance shows that for the past nine years prior to the 2012-13 it was below 90.0%. The data gathered from the DOE's PAR report is shown below:

YEAR	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
PERCENTAGE	87.34	85.81	82.59	84.35	86.22	85.33	87.07	85.87	87.13	90.25	90.00

After conducting a needs assessment, it was found that the rate of attendance decreased from 90.25% in 2012 – 2013 to 90.00% in 2013 - 2014. We want to continue with our progress that we were achieving prior to 2012-13. During the 2013-14, there was a slight dip of 0.25% compared to the previous year. Average attendance will increase to at least 92.00% for the 2014 - 15 school year by June 2015.

Instructional Strategies/Activities

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

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

1. The school will utilize ARIS to study monthly attendance data and analyze trends.
2. Create a system of incentives and reward students with perfect attendance (monthly breakfast, pizza party, certificate, and perfect attendance bulletin board – Ms. A. Felix - Parent Coordinator, Family associate – C. Williams. Principal - Ms. A. Malcolm
3. Send letters to parents stressing the importance of attendance and making phone contacts.
4. Create a system to record lateness. Latecomers sign in, added to section sheet, and bring in documentation to explain lateness. The Parent Coordinator and Family Worker will monitor daily, weekly, and monthly attendance percentage.
5. 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 service agencies.
6. 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.
7. A PPT made up of representatives of administration, instructional staff, support services 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.
8. Parent communication will be generated for each student identified and notify parent of initiation of service and/or progress each student is making.
9. Teachers will be required to monitor their own homeroom and classroom attendance every day.

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

1. Ms. R. Lewis – Data Specialist: utilizing ARIS to study monthly attendance data and analyze trends.

2. Ms. C. Williams – Family associate, Parent Coordinator – Ms. A. Felix, and Principal – Ms. A. Malcolm: Creating a system of incentives and rewards for students with perfect attendance
3. Ms. C. Williams- Family Associate, Principal – Ms. A. Malcolm - Sending letters to parents stressing the importance of attendance
4. The Parent Coordinator Ms. A. Felix and Family Worker Ms. C. Williams: Creating a system to record lateness, latecomers signing in added to section sheet, and bringing in documentation to explain lateness and monitoring daily, weekly, and monthly attendance percentage.
5. Guidance Counselor Ms. C. Sam and School Social Worker Mr. C. Phaire: Monitoring the attendance of at risk students, conducting needed outreach services, family counseling, and making referrals to support service agencies.
6. Family Associate Ms. C. Williams: Making daily phone calls to parents and home visits for students who are absent more than twice a week and monitoring the attendance of at-risk students and conducting necessary outreach services.
7. PPT made up of representatives of administration, instructional staff, support services providers, and guidance counselor: Meeting on a regular basis to assess the needs of students, targeting services to meet individual needs, coordinating and planning for prevention and intervention services, and referring students for services as needed.
8. Family Associate Ms. C. Williams and Attendance Teacher: Generating parent communication for each student, identifying and notifying parents of initiation of service and/or progress each student is making.
9. Home Room Teachers: Monitoring their own homeroom and classroom attendance every day.

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

1. Students who are absent without a valid reason and those who are frequently absent will be targeted. Effectiveness of and impact of each of the strategies will be reviewed on a weekly basis.

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

1. Utilizing ARIS to study monthly attendance data and analyze trends – September 2014 – June 2015
2. Creating a system of incentives and rewards for students with perfect attendance - September 2014 – June 2015
3. Sending letters to parents stressing the importance of attendance - September 2014 – June 2015
4. Creating a system to record lateness, latecomers signing in, added to section sheet, and bringing in documentation to explain lateness. and monitoring daily, weekly, and monthly attendance percentage - September 2014 – June 2015
5. Monitoring the attendance of at risk students, conducting needed outreach services, family counseling, and making referrals to support service agencies. - September 2014 – June 2015
6. Making daily phone calls to parents and home visits for students who are absent more than twice a week and monitoring the attendance of at-risk students and conducting necessary outreach services - September 2014 – June 2015
7. Meeting on a regular basis to assess the needs of students, targeting services to meet individual needs, coordinating and planning for prevention and intervention services, and referring students for services as needed - September 2014 – June 2015
8. Generating parent communication for each student , identifying and notifying parents of initiation of service and/or progress each student is making - September 2014 – June 2015
9. Monitoring their own homeroom and classroom attendance every day - September 2014 – June 2015

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

1. For strategies 1-9 for this goal, activities are conducted during school hours and no additional funding is required.

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).

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 Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	vocabulary strategies, context clues, comprehension skills, spelling, writing skills, choral reading, multiple access points, I-Ready workbooks, I-Ready software, Wilson Reading Program Scholastic Code X Reading Program, LightSail Reading Program, and Word Gen	Students functioning at low reading levels are provided intensive instruction during the WIN (What I Need) period, small group instruction provided during the After School Extended Day Program, and Tutoring provided during WAI Program sponsored by the YMCA	"Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS. Period 1 for 52 minutes is assigned for WIN program. Support is provided during the school day afterschool, and AchieveNow Success Program
Mathematics	Basic computation skills, comprehension, reasoning skills, problem solving, CMP 3, and LearnBop	small group instruction provided during the after school Extended Day Program, Pull out Program for instruction in math	Small group instruction takes place during the Extended Day period in order to meet the mandated 150 minutes for all students eligible for AIS. Support is provided during the school day, After School Program, and AchieveNow Success Program
Science	Science and Technology Entry Program vocabulary Strategies, comprehension skills, critical thinking, scientific investigation, and interpreting graphs, and Medgar Evers Stem Program	small group instruction, Saturday Academy	During the school day After 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	small group instruction, tutoring	During school day

	and digital text, Word gen		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	1:1 Counseling by the Social Worker	One-to-one sessions with social worker and psychologist, Group Sessions	During school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are afforded the opportunity to conduct peer observations to provide constructive feedback or use best teaching practices in their classrooms. Teachers meet weekly during grade wide meetings to discuss the grade as a whole including academic, attendance, and Behavior concerns, strategies for improvement or incentives. During these sessions teachers create unit plans, develop learning objectives, plan cohesive lessons, share best teaching practices, research and share resources, create flexible groups, analyze data, create short term goals using current data, discuss individual student academic progress, receive relevant professional development. Common Planning provides forums for teachers to work together to create lessons. ***Professional Development sessions on classroom management and on Danielson Framework I are led by the Assistant Principal, Peer Instructional Coaches, and the Network. The professional development is tailored to teachers' needs and aim to specifically build each teacher's ability to effectively teach the components of ELA and mathematics programs within CCLS aligned units of work.*** ***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.***

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
• ***Professional development is provided on a weekly basis on Charlotte Danielson's Framework for Teaching, Common Core Learning Standards driven by Data, Depths of Knowledge, etc. Teachers and Peer Intervention Coaches also attend professional development programs conducted by Network as well as the D.O.E.*** ***Teacher team meetings also focus on Looking at Student Work sessions to collaboratively analyze students' work with performance tasks, building consistency of judgments among all staff with regards the CCLS for ELA, Mathematics, and Content Domains, and aligning data to classroom instruction, in order to differentiate instruction.***

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Achieve Now: Workshops on drug intervention, violence prevention, and academics ***STH: Supplies, uniforms, trips, money for lunch during trips***

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program

(e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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;

- 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

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

DBN: 16K385

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$80,675.10	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$739,296.00	X	See action plan

[1]Explanation/Background:

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

resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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

Part I: School ELL Profile

A. School Information ⓘ

District 16	Borough Brooklyn	School Number 385
School Name type here		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Anne-Marie Malcolm	Assistant Principal type here
Coach Kieshelle Cudjoe	Coach Yolanda Rice
ESL Teacher Rachelle Lewis	Guidance Counselor Claudia Sam
Teacher/Subject Area Kanjavilis Kurian	Parent Denise Cox
Teacher/Subject Area type here	Parent Coordinator Dexter Patterson
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	112	Total number of ELLs	14	ELLs as share of total student population (%)	12.50%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☒ 6☒ 7☒ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							2	3	9					14
SELECT ONE														0
Total	0	0	0	0	0	0	2	3	9	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	**Newcomers (ELLs receiving service 0-3 years)**	11	**ELL Students with Disabilities**	5
SIFE	2	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6+ years)**	3

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11	2	3	0			3	0	2	14

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	11	2	3	0	0	0	3	0	2	14
Number of ELLs who have an alternate placement paraprofessional: 1										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

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

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2	3					6
Intermediate(I)							1	1	3					5
Advanced (A)									2					2
Total	0	0	0	0	0	0	2	3	8	0	0	0	0	13

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   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.

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. The NYSESLAT scores are used to determine if the student will continue to receive pull-out services or if they will receive push in services in their content area classes. The two advanced students receive push in services in their ELA and Math classes weekly.

Students are tested throughout the year with the Performance Series, Interim Assessments nd teacher made assessments to monitor their progress in English, Math, Science and Socal Studies. This data is used to tailor instruction not only in the ESL class but the content area classes. ELL students are also requested to come to the Saturday STEM program with Medgar Evers to increase their knowledge base in Science.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Currently, the NYSESLAT data reveal the typical results of a second language learners who are in their first three years of language acquisition. The students are stronger in speaking and listening and need more support in reading and writing.

The advanced students are two points from testing out of the program. The data suggests that vocabulary acquistion is necesarry to assist the students becoming more proficient in reading and writing.

The data reveals that our students need to make greater strides from year to year in NYSESLAT. Of the students that took the NYSESLAT, the data shows that the incoming transfer students as well as the students from our school with the transition to the new exam all dropped. The students who were in our school from the previous year dropped moderately while the students that tranferred fro other school dropped drastically.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other

assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

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

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

The NYSESLAT modalities have influenced the schools instructional decisions school wide. The school is planning more effectively with the data that states the ELLs need additional support in vocabulary and acquistion to achieve success in reading and writing. During the departmental meetings and planning sessions the techers are activly including vocabulary scaffold in their lessons while the ESL teacher actively teaches the students how to decode words using prefixes and suffixes as well as using context clues. Through the Danielson Framework and the students are actively practicing their speaking and listening skills.

4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The school has a free standing ESL program and does not give native language exams. However, the current ESL teacher does have a degree in Spanish and is able to actively support the

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

Though our school is grade 6-8 we do keep the RTI for ELLs in mind by still following the protocols before the students are referred to Special Education

All students are tested each academic year, in the fall, with Performance Series to determine whether they are at risk for not meeting standards. Students demonstrating patterns of concern are identified and are provided with increasingly intensive interventions. Interventions are adjusted accordingly.

Appropriate core instruction is delivered to all students in their regular class. Research-based instruction to all students, Differentiated instruction to meet the wide range of student needs; Curriculum that is aligned to the State learning standards and grade-level performance indicators for all subjects; and Instructional strategies that utilize a formative assessment process.

Screening is administered to all students for the purpose of establishing a baseline of performance and identifying students who are not making academic progress at expected rates. The Performance Series, Running Records and MSQI data are used to evaluate literacy skills. Targeted instruction are provided to address the needs of individual students demonstrating sub-standard progress in any of the core areas of study.

Progress is monitored, through on-going checks, to track the progress of students identified as needing intervention toward meeting learning standards. Data is collected as part of progress monitoring are used to make informed decisions about changes to instruction. Parent notification is provided to inform the parents of student progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Differentation of instruction is used to ensure the students second language development in considered. With the assistance of TIF our school has created a lesson plan framework that specifically addresses the groupsing of the ELLs as well as the specific strategies that will be used to assist them in acquistion of the subject area work. In addition the ESL teacher works with the other teachers to create acitivities in the class that will assist the ELLs in achieving academic success.

7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Through active monitoring the ELL data is analyzed by the subject area teachers separetely and with the general classes to determine individual progress. State Test scores are monitored from year to year and are evaluated to determine if the students have made progress. Throughout the year students are actively tested and monitored for progress and interventions to ensure they are moving academically with the other students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

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.

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.
   Upon entrance to the school and the HILS form is completed. The parents are brought in for an orientation with in the first week of their child being admitted into the school. The parents are shown the video from the EPIC materials describing the three program offers. The parents are told the programmimg that are school offers and are informed of next steps if they choose to opt into another program. Parents are constatntly kept informed of students progress, school programs and workshops through translated materials in the home langauge as well as by the ESL teacher.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   All material mandated by CRPart 154 are kept in a ESL administrative binder kept by the ESL teacher. The letters are sent home with the child and a copy is mailed. At the end of the year the binder is held in the Assistant Principal's office.
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.
   After the parents review the EPIC materials the school and the parents make an active decision together to determine the program that best fits the students. All letters and communication are translated through Google translate, the ESL teacher or trusted third party community members who are fluent in the language to ensure parents are kept abreast of what is occuring in the school.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   Each year a testing schedule is dervied. A special education teacher administeres the speaking test to the individual students with in the given time period. the other sections of the test are split over a number of days to give the students an opportunity to rest as well as not to stress the students.

   The school then has a team of speical education and English teachers score the exam.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
   Of the 6 families that have had to choose a program all families have choosen the free standing ESL program with the thought that their children need to immerse themselves in the L2 to achieve success rapidly.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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)?

The ESL teacher schedules all classes to meet the mandated CR Part 154. All students are given their mandated services and are given extra time during the 37.5 minutes.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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. The ESL teacher also assists in the acquistion of Language using the CODEX curriculum and the supporting materials to assist the ESL students in achieveing success in the Common Core Curriculum.
The ESL teacher uses the DOK and patterns the questions after the ela and math common core exams.

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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since we do not have a bilingual program the students are not formally tested in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The Lessons that are delivered have the four modalities of English Acquistion built into the lessons. As units are created the students practice Speaking and Listening in whole and small group. The students practice reading and writing daily based on the Common Core Standards using the DOK as a tool to ensure the students are experiencing academic rigor.

In order to assist our students in both academic achievement and assessment in the four modalities, 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.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The two SIFE's are pulled separately periodically to ensure they are in a comfortable setting. These two students are given lower level texts to improve decoding and reading skills.

The students that have been in the country for three years or less will receive intervention similar to RTI. The students will be measured by the performance series in the fall and will receive a modified scaffolded version of CODEX, the common core units and Word Gen. the instruction will focus on vocabulary development as well as comprehension.

Two of the three long term ELLs are Special education students. Based on the data these students need support in the reading and writing modality. the students will have their instructional focus placed there. In addition, 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 vocbulary, basic raeding and comprehension skills, listening, reading and writing with understaning, 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers use various strategies and grade level materials to teach SPELLs and accelerate their English development. talk-pair-share, small group instruction, individual pull-out services, individual work with the para-professional.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have four ELLs in a special classes. 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 to ensure the students can be moved to the least restrictive environment.

The SPELLs are also pulled out for services with the General Education students.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

Native Language Usage and Supports

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

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

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

B. Programming and Scheduling Information--Continued

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

   37.5 minutes - offered in English - All ELLs
   Success Now Academy- Offered in English - 1st- 3rd year ELLs
   Medgar Evers STEM (Science) Saturday Program -Offered in English- All ELLs
   Small Group Instruction - Offered in English - SIFEs and SPELLs
   Extended Day -Offered in English- All ELLs
   Light Sail (ELA)- Offered in English - All ELLs
   Learn Bop (Math) - Offered in English- All ELLs

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

    Our current program has proven to be effective with a students every year testing successfully out of ESL

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

    Light Sail and Learn Bop will continued to be used and assessed. If the program works well the school will continue with the programs.

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

    N/A

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

    ELLs are afforded equal access to all school programs and academic and extracurricular services in the building.

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

    Computer Lab, Laptop Carts, iPads, language specific dictionaries, calculators, english and math softwre programs, translated textbooks, translated articles,

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

    The ESL teacher is fluent in Spanish and can scaffold native language support in that Language.

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

    Paste response to question here:

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

    Newly enrolled ELLs are paired with a buddy in the grade to show them the rules and procedure in the school. The ESL teacher supports the activities to acclimate the student to the school culture.

18. What language electives are offered to ELLs?

    Spanish

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

    N/A

C. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

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

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

D. Parental Involvement

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

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..

E. Additional Information

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

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 sills. The plan is then tailored to included 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 NYSELAT 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 jounrals 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

Part VI: LAP Assurances

School Name: Middle School 385			**School DBN:** 16k385
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne-Marie Malcolm	Principal		11/5/13
	Assistant Principal		11/5/13
Dexter Patterson	Parent Coordinator		11/5/13
Rachelle Lewis	ESL Teacher		11/5/13
Denise Cox	Parent		11/5/13
Felix Orekoya/ Science	Teacher/Subject Area		11/5/13
Martine Corrielus/ Math	Teacher/Subject Area		11/5/13
Kieshelle Cudjoe	Coach		11/5/13
Yolanda Rice	Coach		11/5/13
Claudia Sam	Guidance Counselor		11/5/13
	Network Leader		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 112

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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/Spnaish 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 machanism 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 tranlation 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 Bangla 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 machanism 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.