

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**16K385**

**School Name:**

**SCHOOL OF BUSINESS, FINANCE AND ENTREPRENEURSHIP**

**Principal:**

**ANNE MARIE MALCOLM**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Middle School School Number (DBN): 16K385  
6, 7 & 8

Grades Served: \_\_\_\_\_

School Address: 125 Stuyvesant Avenue, Brooklyn, NY 11221

Phone Number: 718-602-3271 Fax: 718-602-3274

School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Ms. Anne-Marie Malcolm

Principal: \_\_\_\_\_  
Kieshelle Cudjoe

UFT Chapter Leader: \_\_\_\_\_  
Samuel Owens

Parents' Association President: \_\_\_\_\_  
Annamaria Felix

SLT Chairperson: \_\_\_\_\_

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Samuel Owen II  
Ravyn Browne

Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 16 Superintendent: Ms. Evelyn Santiago  
1010 Lafayette Avenue, Room 135, Brooklyn, NY 11221

Superintendent's Office Address: \_\_\_\_\_  
esantiago@schools.nyc.gov

Superintendent's Email Address: \_\_\_\_\_

Phone Number: 718-574-2834 Fax: 718-453-1048

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: \_\_\_\_\_  
1010 Lafayette Ave

Director's Office Address: \_\_\_\_\_

Director's Email Address: \_\_\_\_\_

Phone Number: 7189353954 Fax: 7189352382

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anne-Marie Malcolm	*Principal or Designee	
Kieshelle Cudjoe	*UFT Chapter Leader or Designee	
Samuel Owens	*PA/PTA President or Designated Co-President	
Cheryl Williams	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yolanda Rice	Member/ Teacher	
Martine Corrielus	Member/ Teacher	
Sabrina Winston-Harris	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Starr Shell	Member/ Parent	
Samuel Owen III	Member/ Parent	
Debra McQueen	Member/ Parent	
Victoria Liverman	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The mission of the School of Business, Finance and Entrepreneurship is to provide all students with the essential skills for future academic, business and professional endeavors, the school emphasizes the business aspect of learning, especially as it relates to budgeting, financing and advertising. We use innovative techniques to enhance lifelong learning through technology, the multiple intelligences, varied instructional strategies and interdisciplinary units. Our goal is to maintain an active partnership involving students, teachers, staff, parents and community to develop a love for learning while embracing our diversity and unique talents in a safe, challenging, respectful, and supportive environment. As a community of learners, we Achieving **Excellence Together** unlocking the full potential of each individual, developing confident and independent learners.

Middle School 385, School of Business, Finance and Entrepreneurship, is located in the heart of the Bedford– Stuyvesant community. We are a 6th– 8th grade school that is dedicated to providing all students with a nurturing learning environment that fosters their intellectual, emotional social and physical development. Middle School 385 offers a standards-based curriculum to students of all ethnic and academic backgrounds through the theme of business.

We recognize, accept, and value the unique worth of each child. Our goal is to create an atmosphere conducive to growth of self-esteem and to develop well-rounded individuals who will become lifelong learners.

Our goal is to improve academic performance maintaining interdependency, standards based on the curriculum while providing students with a supportive learning environment. The program will provide an overview of business from the corporate world to the local community. Concepts of Entrepreneurship, Marketing, Advertising, Communication and Logistics will be explored. We have key partnerships with the People's Alliance Federal Credit Union, Junior Achievement, PriceWaterhouse Cooper and Credit Suisse to ensure the content is relevant and meaningful

"We believe all students can succeed with a firm foundation and entrepreneurial experience. Our students will be able to communicate their ideas to a broad range of audiences; and will exhibit their knowledge through an array of business and technological activities."

Over the past year we have made great strides in providing a safe and nurturing environment for students by reducing the suspension rate in the school and implementing Positive Behavior Intervention Strategies. The result of this focus in the 2013-14 school year Middle School Quality Snapshot demonstrated that the school exceeded its target in student progress in English with all students including lowest performing students. all students and the lowest performing students scored Good in Math. While the overall school surveys

## 16K385 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	82	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	17	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	6	# CTE	N/A
School Composition (2013-14)					
% Title I Population	71.4%	% Attendance Rate			90.1%
% Free Lunch	77.9%	% Reduced Lunch			0.9%
% Limited English Proficient	12.4%	% Students with Disabilities			38.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American			71.7%
% Hispanic or Latino	23.0%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	1.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			41.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			5.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.6%	Mathematics Performance at levels 3 & 4			4.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			6.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Based on the New York Exam scores, Measure of Student Learning-MOSL’s; teacher made assessments; Degree of Reading Powers-DRP’s; will be used as the pre-assessment tools that will help gauge teachers needs in three areas: setting goals using the framework for teaching; fostering an environment of respect and rapport and knowledge of students to drive rigorous instruction. These measures will all increase teachers’ ability to drive rigorous instruction.

#### Strengths

1. Curriculum planning
2. Common planning periods
3. Teacher collaborations
4. Academic Student Progress on Quality Snapshot

#### Weaknesses

1. Student Performance levels

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Rigorous Instruction**-By June 2016, all teachers will have participated in continued professional learning and teacher teams to develop rigorous tasks in ELA, Science, Social Studies and Math task embedded in CCLS-aligned units of study. This will be measured by their professional learning and teacher observations specific to designing coherent and rigorous instruction.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Rigorous Instruction :</b></p> <p>Word Generation will be implemented across the curriculum in grades 6, 7 and 8.</p> <p>Teachers will receive professional development provided by the administration and Peer Instructional Coaches.</p> <ul style="list-style-type: none"> <li>• Program effectiveness will be assessed with a formal vocabulary assessment that will generate a date to evaluate effectiveness.</li> </ul> <p>ELA</p> <ul style="list-style-type: none"> <li>• Codex</li> <li>• Word Generation</li> <li>• Wilson Program</li> <li>• Wilson Just Words</li> <li>• Achieve 3000</li> <li>• LightSail <ul style="list-style-type: none"> <li>• Myon Reading Program</li> </ul> </li> </ul> <p>Beginning September 2015, teachers will continue to implement various assignments that will incorporate the Common Core Standards and incorporate and design multiple Rubrics so that students can build on the concept of developing rigorous work habits. Teachers will incorporate</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Principal, Peer Instructional Coach and All teacher</p>

<p>accountable language stems to encourage high intellectual discussion in classrooms.</p> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Engage New York</li> <li>• CMP3 <ul style="list-style-type: none"> <li>• LearnBop</li> </ul> </li> <li>• Specialized High School Mathematics Collaboration with Brooklyn Finance High School.</li> </ul> <p>1. Ensure that instruction is aligned to the Danielson Framework for Teaching with focus on Domain Component 3B and 3C.</p> <p>2. Provide differentiated professional development workshops that focus on questioning, accountable talk and student to student discussion.</p> <p>3. Build the capacity of teacher leaders to implement model classrooms in order to improve teacher practice aligned to the Danielson Framework.</p> <p>4. Weekly Administrative walkthroughs with feedback focused on questioning and student to student discussion</p>			
<p><b>Supportive Environment :</b></p> <p>1. Teachers will receive professional development on differentiation of Instruction to give access points to all students.</p> <p>2. All teachers will use actionable feedback when reviewing student papers and exams</p>	<p>SWDs, ELLs and Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration Peer Instructional coaches</p>
<p><b>Collaborative Teachers:</b></p> <p>1. Teachers will meet weekly to plan and refine units, lesson plans and curriculum that has differentiated access points for students.</p>	<p>All students SWD and ELLs</p>	<p>August 2015 – June 2016</p>	<p>Teachers, Principal, Peer Instructional Coac</p>
<p><b>Effective School Leadership:</b></p> <p>1. School Administration will receive professional development on best practices in the TC Workshop Model, MSQI and CMP3 to assist teachers in the acquisition of strategies to improve pedagogical practices.</p>	<p>School Administration and PICs</p>	<p>June 2015 – June 2016</p>	<p>Principal</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources – Peer instructional Coaches, Principal, Assistant Principal											
Instructional Resources – Workshops for Parents, Students and Staff											
Schedule Adjustments – N/A											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, progress monitoring of curriculum maps will have occurred every 6-8 weeks depending upon the length of the unit through June 2016. A review of student progress using all above mentioned tools will take place in February and June, 2016. Currently as of March 2016, 100% of the curriculum maps have been completed. Teachers are currently utilizing curriculum maps to monitor the lesson planning and instructions. This is being monitored in during observations.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the previous school survey only 67% of **students say feel safe in the hallways, bathrooms, locker rooms, and cafeteria.**

#### **Strengths**

- 1. Lowest number of students incidents in 16 years**
- 2. Collaborative teacher and staff with school safety**
- 3. Professional development around PBIS for teachers and Paraprofessionals**
- 4. PBIS**
- 5. Social activities for students during lunch – genius bar, chess, game room with guidance, lunch with the principal, lunch with the AP, Bereavement group, etc.**
- 6. CARE team meetings to target , monitor and guide at-risk students**

#### **Weaknesses**

- 1. Student opinion on safety**

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Supportive Environment**-By June 2016, 100% school supervisors, teachers and support staff will work collaboratively to increase support for all students, with a priority focus on SWDs and ELLS toward increased learning outcomes. We will implement structures and programs that provide an improved positive learning environment as measured by the Learning Environment Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Supportive Environment &amp; Collaborative Teachers:</b></p> <p>1. Provide professional development for staff on the purpose and implementation of PBIS.</p>	<p>Teachers and students</p>	<p>August 2015 – June 2015</p>	<p>Administration</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups</p> <ol style="list-style-type: none"> <li>1. Conduct CARE team bi-weekly meetings and develop action plans for students based on teacher referrals</li> <li>2. Identify at-risk students at the CARE team meeting using data from teachers and</li> <li>3. CARE team creates next steps ranging from behavior plan, AIS support, recommended services, to a referral to our community based agency.</li> <li>4. Participate in advisory designed to promote team building, self-esteem, character education, as well as, for cohorts of students to be known very well by at least on adult</li> <li>5. Collect and track teacher and student data for PBIS program</li> </ol>	<p>Principal, Social Worker, Psychologist, Guidance Counselor, and Family Worker</p>	<p>September 2015 – June 2016</p>	<p>Administration, Social Worker, Guidance Counselor and Psychologist</p>
<p><b>Effective School Leadership:</b></p> <p>1. School administration will coordinate professional development, monitoring systems and reinforce PBIS</p>	<p>Principal, Social Worker, Psychologist, Guidance Counselor, and Family Worker</p>	<p>September 2015 – June 2016</p>	<p>Administration, Social Worker, Guidance Counselor and Psychologist</p>

<p><b>Strong Family-Community Ties:</b></p> <p>Strategies to increase parent involvement and engagement</p> <ol style="list-style-type: none"> <li>1. CARE Teams communicates and supports the parents with the services that the school is recommending for students.</li> <li>2. Encourage parents to keep abreast of students' academic and behavioral progress.</li> <li>3. Use parent engagement Tuesdays to conference with parents about their child's progress</li> <li>4. Weekly CARE and grade team meetings to address the needs of at risk students with social and emotional issues. Strategies are defined for individual students and shared with the teaching staff</li> <li>5. .Monthly Scheduled PTA meetings with times that is conducive for most parents. Parents discuss school events, school goals and areas for improvement</li> </ol> <p><b>Trust:</b></p> <p>Activities that address the Capacity Framework element of Trust</p> <p>PBIS</p> <p>Advisory</p> <p>Grade Team meetings</p> <p>Student Government Meetings</p> <p>PBIS referral system</p> <p>Rigorous Instruction</p> <p>Multiple entry points, students interest and cognitive challenge are addressed through the use of on-line learning that includes: Achieve 3000, iReady,myON, LightSail, LearnBop. ( Teachers will be trained in the strategic use of these programs to ensure student learning)</p>	<p>Students and Families</p>	<p>September 2015- June 2016</p>	<p>Principal, Social Worker, Guidance Counselor and Psychologist and Assistant Principal, teachers</p>
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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Human Resources** – Peer instructional Coaches, Principal, Instructional Resources – Workshops for Parents, Students and Staff

**Schedule Adjustments** – 6<sup>th</sup> period planning meetings with teachers

**Instructional Resources** – N/A

Monies will be used to support professional development, MSQI, Guidance Counselor and Parent Coordinator.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Student suspension rate
2. Student Incident reports
3. Student Surveys

Teachers observation during the 2nd and 3rd round in January and February. Professional learning agendas and notes for September-February.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Our last QR it states: “ Suitable scaffolds for student subgroups were not evident in some classrooms. For example, in an English as a second language class observed, the presentation was conducted whole group and consisted mainly of having students read articles on famous missionaries. Several students did not complete the assignment.”

The school has aligned pedagogy with the Danielson Framework for Teaching and some instructional supports are provided. However, developmental lessons that emphasize higher order thinking skills and provide multiple entry points that would promote in-depth analysis, deep student engagement, and rich class discussion are inconsistent.

#### Strengths

1. Collaborative time to plan
2. Peer Instructional Coaches
3. Cycles of observation and feedback

#### Weaknesses

1. Access Points for All students consistent across the school

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Collaborative Teachers**-By June 2016, 100% of the teachers will collaboratively design and engage in weekly team meetings to review and revise lesson and unit plans to increase learning outcomes for all students, and to specifically provide multiple entry point with a focus on SWD’s, ELLS and high achieving students

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Rigorous Instruction / Supportive Environment ::</p> <ol style="list-style-type: none"> <li>1. Teachers will participate in professional development to focus on higher order thinking skills, and access points for SWDs, ELLs, SIFE etc.</li> <li>2. Professional development provided to staff to understand how to modify lessons for SWD’s and ELL’s</li> </ol>	<p>Teachers and students</p>	<p>August 2015 – June 2016</p>	<p>Peer Instructional Coaches, Departmental heads, School Administration</p>
<p>Collaborative Teachers:</p> <ol style="list-style-type: none"> <li>1. Teachers will meet 6 th period daily to create lessons with multiple entry points.</li> <li>2. Teachers will facilitate monthly lesson studies to increase their capacity to create engaging lesson and multiple entry points.</li> <li>3. Peer instructional coaches will meet with targeted teachers to complete more detailed lesson studies</li> <li>4. Teachers will complete inter-visitations to monitor the success of their collaborations</li> </ol>	<p>teachers!</p>	<p>August 2015 – June 2016</p> <p>Common planning time</p>	<p>Principal, Peer Instructional Coaches</p>
<p>Effective School Leadership</p> <ol style="list-style-type: none"> <li>1. School administration will schedule common planning time for teachers</li> <li>2. School administration will create professional learning opportunities for teachers to increase their capacity to create access points for students.</li> </ol>	<p>Teachers and students</p>	<p>May 2015 – August 2015</p>	<p>School administration</p>
<p>Strong Family-Community Ties:</p> <ol style="list-style-type: none"> <li>1. Engrade is accessible for students and parent to observe progress</li> </ol>	<p>Students and parents</p>	<p>Ongoing through 2015 - 2016</p>	<p>School administration and SLT</p>

2. Progress reports distributed to parents about learning			
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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Human Resources** – Peer instructional Coaches, Principal, Assistant Principal

Instructional Resources – Workshops for Parents, Students and Staff

**Schedule Adjustments** – 6<sup>th</sup> period planning meetings with teachers

**Instructional Resources** – PD

1. Per Session funding
2. Monthly professional development calendar
3. Professional development opportunities provided for all teachers of Special education and ELL’s
4. Engrade online accessibility
5. Agendas for common planning
6. Per Diem ESL teacher
7. TC trained ELA consultant
8. Middle School Quality Initiative
9. Generation Ready

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Analysis of observations in Advance from September - November to check the rating of domain #C – Engaging students in learning checking for multiple entry points and differentiation.

Reviewing of pre and post assessments along with Benchmark assessments given by the city.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

Basec on Advance Data, teachers need development in 3B and 3C in the Danielson components.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Effective School Leadership**–By June 2016, the school leader, in collaboration with teacher leaders and the Literacy Leadership Team will schedule and implement professional learning to support vertical and horizontal collaborative planning for the quality implementation of rigorous curricular that provides targeted goals to address the needs of all students and subgroups.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>In an effort to improve the students’ ELA scores, the school will purchase additional resources and professional development for ELA teachers</p>	<p>Students scheduled to take ELA exam</p>	<p>September 2015 – June 2016</p>	<p>Principal</p>

Additional coaching and planning time for ELA content area teachers to construct unit and lesson plans of study that take into consideration students' academic, social and emotional and developmental health.  An educational consultant has been assigned to work with the ELA department to assist in the development and vetting of unit plans to meet the needs of all students.	ELA Teachers	September 2015 – June 2016	Principal, and educational consultants
Consultants and administrative staff will conduct workshops and supply embedded coaching to improve the use of data to guide instruction for targeted students and the implementation of best practices across teams.	Content Teams, Grade Teams, Selected Teachers	September 2015 – June 2016	Principal, and educational consultants
To address the Capacity Framework element of Trust, teachers will begin to use the PBIS protocols with students and reflect in collaboration with students on their efficacy. They will use protocols to reflect on the efficacy of the school wide staff agreements to build trust among staff members.	Teachers and students in classrooms. Teachers, administrators and parents in team and PA meetings.	December 2014 – June 2015	Teachers, student leaders, school administrators, educational consultants and team leaders

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Human Resources:</b> Content, Grade and SIT teams, with assistance from consultants and the administrative staff.											
<b>Instructional Resources:</b> The Data Driven Classroom, Inclusion Strategies the Work for Adolescent Learners, research on best practices in parent involvement, Trust Matters: Leadership for Successful Schools.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. <u>Monitoring will take place through reviewing of observation data and interim assessments</u>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Based on the parent attendance at Parent teacher conferences and parent workshops.

#### Strengths

- Variety of parent workshops
- Open door policy
- School Messenger
- Monthly Calendar/ newsletter
- Engrade

#### Weaknesses

- Poor Parent Participation

Parents are well informed in various formats about what occurs in the school but the participation in workshops and activities is not where we would like to see it.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**.Strong Family-Community Ties**-By June 2016, the school will send monthly communications on information around the curriculum and their expectations for all subject areas. We will conduct three informational sessions on Common Core Standards, middle to high school articulation, and safety, as measured by information sent home to parents and agendas of meetings/workshops.

Using sign in sheets to track attendance, 50% of parents will participate in **monthly** activities that foster partnerships with the school to promote student learning, provide information and resources regarding student academic and emotional health.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</b></p> <ol style="list-style-type: none"> <li>1. Use data collected from the focused walkthrough/ documentation collection around Domain 4c to design individualized professional development aligned to teacher needs.</li> <li>2. Professional development team will design on-going differentiated professional development workshops that address how to address parental concerns.</li> <li>3. Use of Danielson Framework for Teaching in domain 4c communicating with families to provide specific individual and whole group feedback on outreach to families</li> </ol>	<p>Teachers and parents</p>	<p>August 2015 – June 2016</p>	<p>School administration, Parent coordinator</p>
<p><b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH):</b></p> <ol style="list-style-type: none"> <li>1. Focused improvement that will result in improved pedagogy resulting in a supportive environment for ELLs and Students with disabilities and their parents.</li> <li>2. Provide teachers with feedback and support for creating entry points for parents of ELLs and students with disabilities.</li> <li>3. Track progress of parent participation based on workshop attendance data and feedback forms</li> </ol>	<p>All students</p>	<p>August 2015 – June 2016</p>	<p>Teachers, peer instructional coaches</p>
<p><b>Strong Family-Community Ties:</b> Strategies to increase parent involvement and engagement:</p>	<p>Parents and students</p>	<p>August 2015 – June 2016</p>	<p>School administration, CARE Team, SLT, and teachers</p>

<p>1. Communicate student progress as a result of improved teacher pedagogy with parents during PTA meetings, on the school website, through school messenger and backpack notices, Curriculum Night, and the monthly school calendar.</p> <p>2. Articulate the progress of students in the classroom through Parent-Teacher conferences, Parent Engagement Tuesdays, and academic celebrations.</p>			
<p><b>Activities that address the Capacity Framework element of Trust:</b></p> <p>1. Focused parent training that will build capacity</p> <p>2. Instructional cabinet along with the teachers, SLT, PTA and CARE team will work collaboratively to develop opportunities for parents to be involved.</p> <p>3. Administrators are receptive to feedback from the parents and will implement feedback given.</p>	Parents and students	August 2015 – June 2016	School administration, CARE Team, SLT, and teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1. Per Session funding</p> <p>2. Monthly workshop calendar</p> <p>3. Professional development opportunities provided for all teachers of Special education and ELL’s</p> <p>4. Engrade online accessibility</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>Analysis of parent attendance data at workshops and parent teacher conferences.</u></p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	DRP scores, interim assessment, pre and post assessments, state exam scores, running records and teacher assessment	WIN period  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, Tutoring provided during WAI program sponsored by the YMCA	Small Group	1 <sup>st</sup> period daily  “ 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
<b>Mathematics</b>	interim assessment, pre and post assessments, state exam scores, running records and teacher assessment	small group instruction provided during the after school Extended Day Program, Pull out Program for instruction in math	Small Group	Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS. Support is

				provided during the school day  afterschool, and AchieveNow Success Program
<b>Science</b>	interim assessment, pre and post assessments, state exam scores, running records and teacher assessment	small group instruction,  Saturday Academy	Small Group	During the school day  After school
<b>Social Studies</b>	interim assessment, pre and post assessments, state exam scores, running records and teacher assessment	small group instruction, tutoring	Small Group	During school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	interim assessment, pre and post assessments, state exam scores, running records and teacher assessment, Guidance Observation, CARE team recommendations	One-to-one sessions with social worker and psychologist,  Group Sessions	Small Group	During school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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.</p> <p>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.</p> <p>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.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>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.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	\$60,191	X	5A
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$1,488,947	X	See Section 4a, 5a, 5B, 5C, 5D, 5E, 6

**<sup>1</sup>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.

<sup>2</sup>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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

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

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

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

---

#### **Parent Involvement Policy (PIP) Template**

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

Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

- VII. actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- VIII. engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- IX. ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- X. 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;
- XI. maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

**XII.** 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;

**XIII.** provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

**XIV.** host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

**XV.** 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;

**XVI.** translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

**XVIII.** holding an annual Title I Parent Curriculum Conference;

**XIX.** hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

**XX.** encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

**XXI.** supporting or hosting Family Day events;

**XXII.** establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

**XXIII.** encouraging more parents to become trained school volunteers;

**XXIV.** providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

**XXV.** developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

**XXVI.** providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**Middle School 385 School of Business, Finance and Entrepreneurship** , 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 on assessments.

**XXVII. School Responsibilities:**

- 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;

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

XXVIII. using academic learning time efficiently;

XXIX. respecting cultural, racial and ethnic differences;

XXX. implementing a curriculum aligned to the Common Core State Learning Standards;

XXXI. offering high quality instruction in all content areas;

XXXII. 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:

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

XXXIV. convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

XXXV. 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;

XXXVI. 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;

XXXVII. 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;

XXXVIII. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

XXXIX. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

XL. 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:

XLI. ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

XLII. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

XLIII. arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

XLIV. planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

XLV. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

XLVI. 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);

XLVII. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

XLVIII. supporting parental involvement activities as requested by parents;

XLIX. 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;

L. 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;

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

LII. 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;

LIII. 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;

LIV. check and assist my child in completing homework tasks, when necessary;

LV. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- LVI. set limits to the amount of time my child watches television or plays video games;
- LVII. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- LVIII. encourage my child to follow school rules and regulations and discuss this Compact with my child;
- LIX. volunteer in my child's school or assist from my home as time permits;
- LX. participate, as appropriate, in the decisions relating to my child's education;
- LXI. 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;
- LXII. respond to surveys, feedback forms and notices when requested;
- LXIII. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- LXIV. participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- LXV. 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;
- LXVI. share responsibility for the improved academic achievement of my child;
- LXVII. Student Responsibilities:**
- LXVIII. attend school regularly and arrive on time;
- LXIX. complete my homework and submit all assignments on time;
- LXX. follow the school rules and be responsible for my actions;
- LXXI. show respect for myself, other people and property;
- LXXII. try to resolve disagreements or conflicts peacefully;
- LXXIII. always try my best to learn.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>385</b>
School Name <b>School of Business, Finance and Entrep</b>		

### 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 ENL teacher, and one parent.

Principal <b>Anne-Marie Malcolm</b>	Assistant Principal <b>N/A</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Riehlman</b>	School Counselor <b>Claudia Sam</b>
Teacher/Subject Area <b>Yolanda Rice</b>	Parent <b>Samuel Owen</b>
Teacher/Subject Area <b>Kieshelle Cudjoe</b>	Parent Coordinator <b>Annamaria Felix</b>
Related-Service Provider <b>Chaka Phaire</b>	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>Evelyn Santiago</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	62	Total number of ELLs	3	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	1	0	1	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	3	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	0	0	0	3	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	0	0	0	0	0	0	1	0	1	0	0	0	0	0
SELECT ONE Fusani	0	0	0	0	0	0	0	0	1	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1		1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fula									1					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)									1					0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)							1		1					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Students' literacy levels are periodically assessed using:

  - DRP (Degrees of Reading Power)
  - Achieve 3000 lexile level
  - Fontas and Pinnell running record/miscue analysis in English (entering/emerging students)
  - Fontas and Pinnell running record/miscue analysis in Spanish (entering/emerging students)
  - Teacher-created assessments
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The data has indicated:

  - 1 entering student with a disability has been entering/beginner for 4 years and scores significantly lower on NYSESLAT reading and writing than listening and speaking.
  - 1 entering student's DRP/lexile level is four grades below or more in English and Spanish (home language.)
  - Running record shows 1 entering student has significant decoding issues.
  - 1 expanding student has been expanding/advanced on the NYSESLAT for three years, scoring significantly lower on writing than listening, speaking and reading.

This has led to:

  - Bilingual literacy intervention with a focus on decoding.
  - Writing strategies instruction and support at the word, sentence, paragraph and essay level to support expanding/advanced students
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

There are developing ELLs who have stayed at the same level for awhile and are at-risk of becoming Long-Term ELLs. These students have been expanding/advanced for awhile and score significantly lower on NYSESLAT writing than on reading, speaking and listening. This indicates that students need support and instruction in writing at the word (morphological), sentence (syntactical), and paragraph/essay (semantical/pragmatic) level .

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
ELLs are in ELA classes co-taught by an ENL teacher to ensure that instructional decisions are made with a child's second language development in mind. There is consistent communication through anecdotal notes between content teachers and the ENL teacher to ensure that English language development is factored into instructional decision making. Explicit language instruction is intergrated into all content areas to ensure students are learning the language of the various content areas. Teaching English language development through content and providing multiple points of entry for students to learn content are both addressed in professional development for teachers. All students receive literacy intervention based on their specific literacy needs.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of the ENL program is evaluated on students' progress on DRP and lexile levels, NYSESLAT scores, ELA and math state exam scores as well as students' portfolios and progress on teacher made classwork, projects and assessments.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
  - Oral interview with family members and students in parents' preferred language with multilingual school staff or DOE translator if necessary
  - ENL teacher determines students' NYSITELL/Spanish LAB eligibility
  - ENL teacher administers NYSITELL if applicable
  - ENL teacher administers Spanish LAB if applicable
  - NYSITELL is scored
  - Parents are informed of students' eligibility for ELL services by phone call and an entitlement letter or non-entitlement letter
  - Parents/families are informed of TBE, dual language and ENL program choices at an in person meeting
  - Parents/families complete parent choice forms
  - Parents/families are informed of their options if they choose a program the school does not offer
  - Process is completed within 10 days
  - Eligible students receive ELL services from an ENL teacher based on proficiency level
  - Eligible students take the NYSESLAT every spring
  - In the fall families are informed of students' continued entitlement or non-entitlement based on NYSESLAT and ELA scores.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
The oral SIFE questionnaire, samples of student work and, if applicable, the LENS are administered to determine whether a student is SIFE or not.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency team reviews students' IEPs and uses informal observation, student work and assessment data to determine students' ELL status and English language development plan and goals. The Language Proficiency team includes the ENL teacher, content area teachers and a special education teacher.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents are immediately contacted by the ENL teacher or school staff to be informed of entitlement or non-entitlement. A letter is sent home within a day or two of the students' taking the NYSITELL in the parents' preferred language
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed when they receive information about the various programs available to ELLs
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are met with to inform them of the various aspects of TBE, dual language and freestanding ENL in their preferred language. Parents fill out parent choice forms which are provided in their preferred language. Parents are instructed in their preferred language to select the choice they prefer whether the program is available at the school or not. If parents chose a program that is not available at the school, parents are informed of their options in their preferred language. If a speaker of their preferred language is not available, translation services are used.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are met with to inform them of the various aspects of TBE, dual language and freestanding ENL in their preferred language. Parents fill out parent choice forms which are provided in their preferred language. Parents are instructed in their preferred language to select the choice they prefer whether the program is available at the school or not. If parents chose a program that is not available at the school, parents are informed of their options in their preferred language. If a speaker of their preferred language is not available, translation services are used.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parent Surveys and Program Selection forms are distributed and explained in parents' preferred language during a meeting at the school. Parents generally complete these forms at the meeting which ensures that they are completed and returned. If this is not the case, parents are contact in their preferred language to ensure they fill out a parent survey and program selection form.
9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are given to students' in parents' preferred language. Follow-up phone calls may also be made in parents' preferred language to ensure that parents' received the information.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The school retains all ELL documentation including HLIS, entitlement, non-entitlement, continuing entitlement, parent survey and program selection forms.
11. 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.
  - Administration orders the appropriate amount of NYSESLAT tests at the appropriate grade level
  - ENL teacher and others' involved in administration and grading of the exam review training materials and attend trainings if applicable.
  - A schedule is made to ensure that students will be able to complete all parts within the time frame including make-up days.
  - Students are familiarized with NYSESLAT format and informed of NYSESLAT dates
  - Families are informed of the purpose and format of the NYSESLAT as well as testing dates through a letter and phone calls in parents' preferred language
  - A proper testing environment is prepared
  - Modifications are made for students with disabilities if applicable
  - Speaking is administered by ENL teacher with another trained teacher present to assess students
  - Reading, Writing and Listening are administered in three continuous days
  - Students who missed any section will be administered a make-up exam within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In the beginning of the school year:

  - NYSESLAT and ELA scores from the previous year are reviewed
  - Students ENL eligibility is determined
  - Parents are informed via continuing entitlement or transitional support letter in parents' preferred language

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parents are met with to inform them of the various aspects of TBE, dual language and freestanding ENL in their preferred language. Parents fill out parent choice forms which are provided in their preferred language. Parents are instructed in their preferred language to select the choice they prefer whether the program is available at the school or not. If parents chose a program that is not available at the school, parents are informed of their options in their preferred language. If a speaker of their preferred language is not available, translation services are used.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
Students are provided services based on English Proficiency level through:
    - Pull-out services with small group ENL instruction for entering/emerging students (homogenous)
    - AND
    - Push-in services through co-taught ELA/ENL classes for all ENL students (heterogeneous)
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Entering and emerging students are pulled out for small group instruction during a literacy intervention period. All ELL students receive instruction from an ENL certified teacher in a co-taught ELA/ENL class for the mandated minutes.
3. Describe how core content is delivered in each program model. 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.  
Content is made accessible by:
  - Making connections to students' home culture and previous out of and in school learning experiences
  - Providing materials in students' home languages
  - Using visuals, multimedia and realia
  - Providing opportunities for hands-on activities
  - Explicitly teaching grammar and vocabulary needed to read a specific text
  - Explicitly teaching grammar and vocabulary needed to write for a specific task
  - Giving students' scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Students are given materials and assessments in their home language when applicable including state exams. The ENL teacher completes running records in students' home language when applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students maintain portfolios that show a variety of different work. Students are assessed formally and informally in their content classes on their ability to use academic language orally in group discussions and class presentations and their ability to listen to academic language from their peers and the teacher during group discussion and mini-lesson/lectures. Students reading and

writing is assessed both formally and informally by all content area teachers and the ENL teacher periodically through the use the DRP, running records and Achieve 3000 lexile level (reading) and various writing checklists and rubrics.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Support is provided for SLIFE students through:

- Bilingual literacy intervention when available
- Materials at their literacy level in English and their home language
- Explicit instruction in how to “do school” from all their teachers
- Native language support
- Explicit connections to out of school learning and experiences
- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

Support is provided for newcomers through:

- Native language materials and support
- Explicit instruction in social and academic English in small groups
- Explicit connections and comparison to schooling experiences outside the U.S.
- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

Support is provided for developing ELLs through:

- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

Support is provided for Long-Term ELLs through:

- Focused academic intervention
- Explicit academic language instruction and intervention
- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Paste response to questions here:

8. 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?

- Our teachers engage ESL-SWDs in content learning activities to develop academic concepts. We draw on their background experiences, their culture, and their languages. Our teachers use scaffolding strategies to provide content instruction to build students’ academic proficiency.

Chart

In the areas of the curriculum, the focus of planning and programming is often on the subject content. We determine the resources and teaching materials according to ESL-SWDs' levels. We often consider how to select and focus on English in all curriculum areas with the aim of developing ESL-SWDs' language proficiency and academic achievements.

c. We deal with universal topics so that all ESL-SWDs can be involved. Lessons and activities can be adjusted to different levels of English language proficiency.

d. The materials that are used include grade-level content area text books, informational texts, limited choice books, in addition to Read 180 and System 44 reading intervention program

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

- b. The ESL teacher uses Push-in teaching during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.
- c. In order to serve our ESL-SWDs the ESL teacher uses differentiated teaching strategies and ESL methodology to provide academic subject instruction in English. The ESL teacher assists our ESL-SWDs to achieve the state designated level of English proficiency for their grade, and helps these students meet or exceed the common Core Standards.
- d. Our school uses constructs of effective instructions: challenge, involvement, success, scaffolding/feedback, collaborative teaching for second-language acquisition/sheltered English, and respect for cultural diversity.
- e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high level thinking and appropriate drill and practice, and Provide complementary proteins of student-teacher centeredness. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper grades and from different language to English language arts. The school builds upon and makes explicit the connections between students' existing knowledge, skills, and experiences and academic curriculum to be learned (including literacy, language, and content). The school provides ESL program, reading and extended time, afternoon program, and Saturday program to meet the diverse needs of ESL-SWDs.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

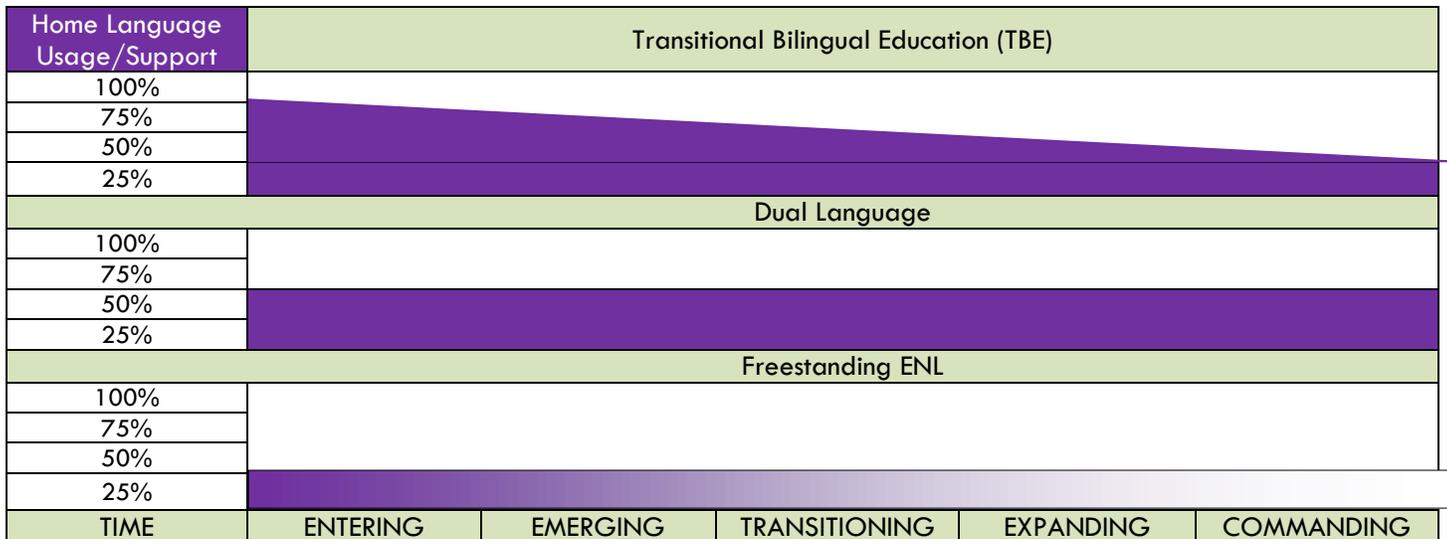


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
All ELLs receive:  
•A period of focused literacy intervention a day based on their specific needs  
•Co-taught ELA/ENL classes where students learn language through content using ESL methodologies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Students are learning language through content in all of their classes and are receiving intervention as necessary to support their language learning.
12. What new programs or improvements will be considered for the upcoming school year?  
N/A
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All after school and supplemental services that are offered to other students are offered to ELLs. Families are informed of these opportunities in their preferred language.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Students use:  
Achieve 3000  
Leveled libraries in ELA and content classrooms  
A bilingual leveled library in the ENL room  
Decoding or comprehension programs for literacy intervention as applicable (i.e. Wilson Just Words)  
Native language materials to support content instruction as applicable
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is provided through:  
Native language content-area materials  
A bilingual leveled library  
Translations of classwork as applicable  
Multilingual classroom labels  
A multilingual word wall  
Explicit comparisons between English and home language vocabulary/grammar (i.e. cognates)
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Push-in services through co-taught ELA/ENL classes are provided in grade level ELA classes. Pull-out services for entering and emerging students include small group instruction with no more than two grade levels (i.e. seventh and eighth) together at a time. Pull-out instruction and push-in instruction is aligned to the grade level standards being addressed in content area classes.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
New students receive an orientation. Newcomers have the opportunity to tour the school with a staff member who speaks their language. Students are given explicit instruction and modeling about the structure, expectations and culture of the school including comparisons to their previous experiences in an out of school in the various countries/regions they may have lived. Newcomer students' may be assigned an appropriate "buddy" to help orient them to the school and their various content classes. Newcomer students and especially SIFE students are given extensive instruction and modeling in how to "do school." Families are invited to an ELL parent meeting in which they receive information about the school curriculum and structure as well as who they can talk to in the school or DOE for whatever issues may arise. The parent meeting is conducted in English and families preferred language. Various cultural celebrations occur throughout the year which involve families, school staff and students.
19. What language electives are offered to ELLs?  
N/A
20. For schools with dual language programs:  
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.  
b. In which language(s) is each core content area taught?  
c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL teacher conducts and participates in in-school professional development about specific topics relevant to the instruction of ELLs. The ENL teacher participates in various professional development opportunities from outside organizations including NYS TESOL, the DOE borough support center, the UFT etc. which address ENL specific topics.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ENL teacher participates in various professional development opportunities from outside organizations including NYS TESOL, the DOE borough support center, the UFT etc. which address ENL specific topics and include 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?  
All staff members are provided with weekly professional development. The ENL teacher meets biweekly with the general ed teacher to discuss strategies to assist the student as well as the teacher.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Professional Development on ENL topics is provided for all teachers in the school. The ENL teacher participates in various professional development opportunities from outside organizations including NYS TESOL, the DOE borough support center, the UFT etc. Attendas and agendas are both kept to document professional development activities.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

There is a scheduled multilingual ELL parent night in which information is provided in families' preferred language and which includes a one on one meetings with the ENL teacher to discuss ELLs progress. The ENL teacher will schedule a meeting with families who are unable to attend the ELL parent night. Translation services will be provided if necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The parents of our ENLs attends some of our montly functions/workshops.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The school has partnered with YMCA as well as NYU to provide support services to our ENL.
5. How do you evaluate the needs of the parents?  
The Parent Coordinator provides a monthly newsletter in Spanish and any other language that the parents may speak.
6. How do your parental involvement activities address the needs of the parents?  
N/A

### D. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>Middle School 385</u>		School DBN: <u>16K385</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne-Marie Malcolm	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Annamaria Felix	Parent Coordinator		1/1/01
Katherine Reihlman	ENL/Bilingual Teacher		1/1/01
Samuel Owens	Parent		1/1/01
Yolanda Rice/ELA	Teacher/Subject Area		1/1/01
Kieshelle Cudjoe/Math	Teacher/Subject Area		1/1/01
Yolanda Rice	Coach		1/1/01
Keshia Souffrant	Coach		1/1/01
Claudia Sam	School Counselor		1/1/01
Evelyn Santiago	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 16k385      School Name: School of Business, Finance and Ent  
Superintendent: Evelyn Santiago**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English  
Spanish  
Arabic  
Chinese  
Fulani

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student/ Parent Handbook  
Monthly Calendars  
Common Core Literature  
Syllabus  
Curriculum Materials  
Monthly Teacher Notes  
Backpack Letters/ Weekly  
After School Applications  
Field trip permission slips  
Communications for Principal/ AP  
HOME WORK Help Information  
Orientation Information

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Open School Night  
Curriculum Night  
Tuesday afternoon parent outreach

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school needs a better website or mechanism to translate written letters in Chinese, and Arabic. Many times the parents will come or call to obtain clarification of the written message that were

previously sent. However, the parents and teachers work together to include as many parents as possible, so they have access to their children's teachers and grades.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Professional Development will be provided to the staff on how to use the interpretation services.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will ensure every parent is included in the middle school 385 community by ensuring all documentation is sent in a language they can read. Those parents who need oral services will have phone calls placed to them so they are well informed.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will monitor the progress we have made to make every parent informed through surveys and informal meetings with the parent coordinator.