



**MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 02 M520  
ADDRESS: 411 PEARL STREET, NEW YORK, NEW YORK 10038  
TELEPHONE: 212-964-9610  
FAX: 212-385-3574**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** M520      **SCHOOL NAME:** Murry Bergtraum High School for Business Careers

**SCHOOL ADDRESS:** 411 Pearl Street, New York, NY 10038

**SCHOOL TELEPHONE:** (212) 964-9610      **FAX:** (212) 732-6622

**SCHOOL CONTACT PERSON:** Barbara A. Esmilla      **EMAIL:** BEsmil2@schools.nyc.gov  
**ADDRESS:** ov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>David Gordon</u>
<b>PRINCIPAL:</b>	<u>Barbara A. Esmilla</u>
<b>UFT CHAPTER LEADER:</b>	<u>John Elfrank</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Miguel Malo</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Ashley Cerda</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 02      **SSO NAME:** Community Learning Support Organization

**SSO NETWORK LEADER:** Kathy Pelles

**SUPERINTENDENT:** Elaine Gorman

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Barbara A. Esmilla	*Principal or Designee	
John Elfrank	*UFT Chapter Chairperson or Designee	
Miguel Malo	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lavnia Green	DC 37 Representative, if applicable	
Ashley Cerda	Student Representative <i>(optional for elementary and middle schools)</i>	
	CBO Representative, if applicable	
Jared Vitolo	Member/ AP Mathematics	
David Gordon	Member/ Teacher	
Noreen O’Keefe	Member/ Teacher	
Penny Cary	Member/ Teacher	
Hilda Garay	Member/ SLT Parent	
Miguel Malo	Member/ SLT Parent	
Kaneez St. Hill	Member/Non Voting	
Emilia Delgado	Member/Parent Coordinator	
Hanna Arafat	Member/YWCA	
Alpha Barry	Member/Student	

Monica Garay	Member/Student	
Zhi Xiang Chen	Member/Student	
Ashley Cerda	Member/Student	
Jhonnathan Chang Wu	Member/Student	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

Murry Bergtraum High School for Business Careers has as its central mission the academic, social and career skills development that prepares students to succeed both in college and the world of work. Since its founding Bergtraum has demonstrated and continues to demonstrate a commitment to the school's mission. It has a Business Advisory Council of local community and corporate partnerships who assist in .developing curriculum for each Smaller Learning Community that meets industry standards and we offer a 10-12 credit course sequence in seven Smaller Learning Communities which each student is required to take in addition to their academic graduation requirements.

In the fall of 2006, Bergtraum began its four year phase in of seven Smaller Learning Communities to strengthen the school's commitment to the vision for all students who attend our school. Each SLC has a designated assistant principal who serves as the SLC Director as well as the assistant principal for the department. Each SLC has a dedicated assistant principal, teaching staff, guidance counselor and dean. Each SLC meets five times a week during Common Planning time to work on case conferencing, curriculum design and instruction, development of inquiry based lessons and development of interdisciplinary projects and meeting with Inquiry Teams. Clubs, organizations, participation in school wide athletics are part of the large school and add personalization to the school environment. The purpose of the smaller learning communities will allow students to have more frequent direct contact with adults. The uniqueness of each SLC is dependent on the career theme that each SLC has worked on for the tenth grade.

**Strategic Collaborations and Partnerships** (*e.g., include partnerships with other schools, community-based organizations, businesses/corporations, colleges/universities, cultural institutions, etc.*)

The Estee Lauder Companies, Inc, Assoc., Future & Options Program, The Ritz Carlton, ACE Risk Management, Time Warner Cable of NY, District Attorney's Office, Junior Achievement of NY, Inc, Leibowitz Marketing Services, Inc, Financial Women's Association, Guardian Life Ins. Co, Skody Scot & Co. CPAs, Fashion Institute of Technology, Murry Bergtraum High School Alumni Association, Pace University, St. John's University, Goldman Brothers, Big Brother/Big Sister of New York City, Colgate Palmolive, ALPHA National Office, APEX, AIG Investments, Urban Land Institute, Davis and Gilbert, Holland and Knight, John Jay College, Theater Development Program.

## SECTION IV: NEEDS ASSESSMENT

### What student performance trends can you identify?

#### Summary of Student Performance Trends:

*Our challenges include improvement of our scholarship report.*

#### Scholarship Report Summary:

**Percentage of passing grades ( $\geq 65$ ) earned for all students in all classes:**

School Year	Term 1 (Fall Semester)			Term 2 (Spring Semester)		
	Marking Period			Marking Period		
	1	2	3	1	2	3
2004-2005			<b>66.65%</b>			<b>66.28%</b>
2005-2006			<b>65.38%</b>			N/A
2006-2007			<b>65.49%</b>			<b>65.93%</b>
2007-2008	57.8%	55.81%	<b>63.35%</b>	53.42%	55.42%	<b>64.05%</b>
2008-2009	57.28%	56.64%	<b>64.52%</b>	56.78%		<b>64.87%</b>

Our needs assessment for our school is based on the results of our progress report, our Quality Review and the State Education Report card.

As per our Quality Review, we must improve in the following areas:

- Ensure that strategic plans have measurable interim goals in order to monitor the progress made in achieving long-term goals for improving student achievement.
- Improve the consistency in the setting of learning goals so students understand their next steps and how best to achieve them.
- Improve strategic monitoring of student achievement to include rigorous accountability measure that ensure higher success rates in passing grades at the end of each marking period and gaining credit accumulation in line with annual requirements.
- Review instructional practices to improve the differentiation of learning activities to match the student's achievement levels and to provide more opportunities for students to become more active learners.
- Increase the number of teachers participating in Inquiry Team work to 90%.

As per our Progress Report, we must improve in the following areas:

- Increase our overall school attendance rate and the attendance rate within Small Learning Communities

- Improve upon our graduation rate and our weighted diploma rate. Encourage and plan for more students to graduate with an advanced Regent's diploma where possible
- Increase the credit accumulation for our 9<sup>th</sup> and 10<sup>th</sup> graders so that more students gain 10+ credits in each school year
- Increase our work with the lowest third of our students in each grade level
- Increase the pass rate and participation rate for all Regent's classes
- Close the achievement gap in the following areas so that students gain 11+ credits
  1. English Language Learners
  2. Special Education Students
  3. Hispanic students lowest third citywide
  4. Black students lowest third citywide
- Improve upon communication between the school community and parents
- Improve upon communication within the school community
- Redesigning our English curriculum to help ensure that we make Annual Yearly Progress on our State Report Card

### **What have been the greatest accomplishments over the last couple of years?**

- UFT Teacher's Center, AUSSIE Consultants and a Literacy Coach make up the core of our school's Professional Development Team. Our PD team helps sustain many of the initiatives such as Understanding by Design, Differentiated Instruction, Cornell Notetaking developing student goals.
- Our ELL teachers have designed curriculum maps for each level of coursework for our ELL students. Additionally most of our ELL teachers have completed QTEL training which has greatly impacted classroom strategies for our students.
- Increased collaboration with our Business Advisory Council to assist us in developing Career and Technical sequences that prepare students for the 21<sup>st</sup> century workplace.
- Increased participation from our Alumni Association. Greater participation in Career Day activities and the development of an Alumni Mentoring program.
- The formation of Small Learning Communities. The model has provided teachers with the opportunity to meet during Common Planning time allowing for greater collaboration across all disciplines.
- Developing and designing various models of credit recovery to assist students in the task of accumulating credits.
- Development of student goals for each course taught within the school so that students work toward achieving the knowledge and skills to become successful.
- Developed a school wide grading policy.

### **What are the most significant aids or barriers to the school's continuous improvement?**

- The school is overpopulated and the overpopulations have created a negative impact on school tone which then affects the instructional process of the school. With the new admissions process it is still very difficult to confirm whether students admitted to our school understand the true mission of the school.
- Inadequate funding to support the SLC work is minor barrier in the true implementation of an effective small learning community structure.
- A decrease in funding has impacted our ability to continue some of our after school activities.

- Lack of parental involvement has always been a barrier in this school. Although we have an active Parent's Association the number of participants has decreased over the last two years. The association must provide valuable workshops for the parents in order to attract them to attend meetings.
- The inability to transition over-aged and under credited students to placements where they may be more successful.
- The inability to service English Language Learners at the highest level particularly for students who speak no English at all.

### **SECTION V: ANNUAL SCHOOL GOALS**

- 1. To increase overall student scholarship by 3% for the school year ending June 2010.**
- 2. Increase overall school attendance by 2% for the school year ending June 2010.**
- 3. To increase the graduation rate by 5% for the cohort 2010.**  
**To increase the number of advanced regents diplomas by 5% for cohort 2010.**
- 4. To reach AYP in English Language Arts by the school year ending June 2010**
- 5. To increase by 3% the credit accumulation amongst 9<sup>th</sup> graders and 10<sup>th</sup> graders with less than 10 credits by the end of June 2010.**
- 6. To establish protocols and procedures that provides both students and staff with a safe environment which will decrease student latecomers 1<sup>st</sup> and 2<sup>nd</sup> period and decrease the number of hall walkers by June 2010. As a result of these protocols and procedures student achievement will increase by 3%.**
- 7. To increase parental awareness and involvement in school activities by 3% by the school year ending 2010.**

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):**

**GOAL #1: OVERALL STUDENT SCHOLARSHIP**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase overall student scholarship by 3% for the school year ending June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Analyze a wide variety of assessment data, including (Acuity) periodic assessments to inform and modify curriculum and instruction in Math, English, and ESL classes.</li> <li>2. Commit Inquiry Teams to each content-area</li> <li>3. Improve, align and implement benchmarks in order to inform instruction and better prepare students for state mandate tests.</li> <li>4. Research and identify best practices in 21st century technology for teaching and learning to support state standards.</li> <li>5. Include greater opportunity for students to complete required coursework (i.e., special projects, after/before school programs) before the end of each semester.</li> <li>6. Offer remedial classes before school in partnership with BMCC for seniors who have yet to score 75 on the ELA and/or math Regents exam.</li> <li>7. Offer ELA Regents Prep classes as part of the curriculum for students who have taken but failed the ELA Regents.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. Expand outreach to parents/families to enhance awareness of available support and resources.</li> <li>2. Use the Professional Development Team to conduct Professional Development sessions on student engagement and differentiation of instruction.</li> </ol>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"><li>1. <b>Periodic Assessments (via Acuity) to measure results of standards-based and targeted instruction in Math, ELL and English classes. Increased use of item analysis and longitudinal student data generated by Periodic Assessments.</b></li><li>2. <b>Year-over-year scholarship comparison by semester and marking period (6 marking periods throughout the school year = 6 points of comparison).</b></li><li>3. <b>We expect an increase in the ELA and Math passing rates for the Regents Exams.</b></li><li>4. <b>We expect an increase of at least 3% in overall scholarship.</b></li></ol>
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**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):**

**GOAL #2: ATTENDANCE**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase overall student attendance by 2% for the school year ending June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Target students who come to school 75%-85% of the time to improve attendance.</li> <li>2. Target LTA's – attendance teacher visits home. Guidance counselors case conference with students and parents. Discuss staying in school or transitioning to a more suitable environment if possible.</li> <li>3. Make attendance</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. The Extended School Day/School Violence Prevention Program Grant can help subsidize targeted programs in the action plan.</li> <li>2. Use the Attendance Team to expand outreach to students with poor attendance.</li> <li>3. Use Guidance Counselors to expand outreach and contact parents of students with poor attendance.</li> <li>4. Monies will be allocated for Reward Programs such special assemblies, trips and certificates.</li> <li>5. Increase parent involvement through the use of letter writing and phonemaster to reach at-risk students.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Monthly Attendance Report:</b></p> <ol style="list-style-type: none"> <li>1. Decrease in weekly attendance 407 list.</li> <li>2. CASS system and ATS will be utilized on a monthly basis to determine the different percentages in attendance necessary to identify improvement.</li> <li>3. Look at Monthly Attendance Reports to target subgroups with poor attendance.</li> <li>4. Monthly benchmarks will be established.</li> </ol>

SECTION VI: ACTION PLAN

Subject/Area (where relevant):

GOAL # 3: GRADUATION

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase graduation rate by 5% for the Cohort 2010. To increase the number of Advanced Regents Diplomas by 5% for Cohort 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Action/Strategies/Activities:</u></b>  <b><u>Review Student Data:</u></b> Student Report Cards and Transcripts; Attendance and 407's. Utilize ARIS, (Achievement Reporting &amp; Innovation System), Acuity Reports, HSTW (High Schools that Work) Survey Data, AIS (Academic Intervention Services).  <b><u>Strategies/Activities:</u></b> Guidance Intervention, outside referrals and linkages; Parental Involvement, Credit Recovery Program, Extended Day Program, Independent Study, the "Y" (YWCA) Program, College Field Trips, Extended School Day/School Violence Prevention Program Grant.</p> <p><b><u>Target Population:</u></b></p> <ul style="list-style-type: none"> <li>• Students that are Promotion in Doubt from their 2<sup>nd</sup> marking period report cards</li> <li>• Students that need additional credits to graduate on time.</li> <li>• Students that need Regents exams and prep to graduate on time.</li> <li>• Students that need additional academic or counseling services.</li> </ul> <p><b><u>Staff:</u></b> Assistant Principal – Guidance, SLC Directors, Guidance Counselors and Attendance Office, College Advisor and School Aides.</p> <p><b><u>Implementation Timeline:</u></b></p> <ul style="list-style-type: none"> <li>• School Year September 2009-June 2010.</li> <li>• Review student transcripts at end of the 3rd marking period to monitor student progress towards credit accumulation.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Tax Levy</b> <b>Violence Prevention Extended Day Grant</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. <b>Passing rates will be analyzed at the end of the fall and spring semester and compared to those of the previous year.</b></li> <li>2. <b>High retention of students in all classes especially core subjects, English, Mathematics.</b></li> <li>3. <b>Continued monitoring of State Assessment to achieve projected gain.</b></li> <li>4. <b>By September 2010 we will calculate the percentage of students that we are expecting to graduate increasing projected numbers of advance Regents diplomas. Aris is an excellent tool to help identify these students.</b></li> </ol>

**Subject/Area (where relevant):**

**GOAL # 4: Reach AYP in English Language Arts**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To reach AYP in English Language Arts and Math by the school year ending 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Analyze a wide variety of assessment data, including (Acuity) periodic assessments to inform and modify curriculum and instruction in Math, English and ESL classes.</li> <li>2. Offer remedial classes before school in partnership with BMCC for seniors who have yet to score 75 on the ELA and/or math Regents exam.</li> <li>3. Offer ELA Regents Prep classes as part of the curriculum for students who targeted SES sponsored tutoring.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. SES Money</li> <li>2. Partnership with BMCC</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. January Regents Results</li> <li>2. Acuity Regents Predictive Results</li> </ol>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** GOAL # 5: CREDIT RECOVERY

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase by 3% the credit accumulation among 9<sup>th</sup> &amp; 10<sup>th</sup> graders with less than 10 credits by the end of June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li><b>1. Creation of an after school hours internet based program Class.com where students will be able to recover one credit based on 30 hours of seat time. The program will be offered up to four times weekly throughout the school year and will include up to 200 students per semester. The student body registered for the program will include Special Education as well as English Language Learners. Class.com will initially be offered to seniors who are in need of credit recovery and cohort 2006 will be a priority. Any 9<sup>th</sup> graders selected for the program will have acquired 6-9 credits and 10<sup>th</sup> graders with 16-19 credits. This program will be implemented mid-November and will run through June. Trained staff members will be running each Class.com session.</b></li>   <li><b>2. Creation of regents preparatory classes have been created for the fall term and additional classes will be created for the spring term in the areas of ELA and Social Studies. Students programmed for these classes have previously taken the regent’s in these areas and have failed. Special skills taught to the regent’s while providing differentiated instruction should assist these students in passing the regents, both in January and in June.</b></li>   <li><b>3. Creation of credit recovery classes built into a student’s regular school day will also be programmed These classes may include additional sections of Class.com as well as a flip cycle that will change after 10 weeks in the areas of ELA, Social Studies, and Science. Students programmed in these classes will forego a business class in order to make up credit.</b></li> </ol>

	<p align="center"><b>Dedicated teachers will be programmed for these classes.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Various staff members including teachers, Assistant Principals, and guidance counselors will be trained in the use of Class.com. Each teacher will be paid per session running the classes after school from 3:00 PM-6:00 PM. No additional costs will incur for classes programmed during the regular school day.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li><b>1. Maintain successful weekly class attendance and Class.com sections. In class students will not be allowed to miss more than 16 classes for the semester and only two absences will be allowed in the Class.com classes. Teachers, Guidance, and Assistant Principals will monitor attendance.</b></li> <li><b>2. Weekly progress reports will be made based on attendance and quality of work.</b></li> <li><b>3. Completion of all Class.com sections closely monitored by the teachers</b></li> <li><b>4. Guidance Counselors will determine every marking period that students assigned to them are on target.</b></li> </ol>

**SECTION VI: ACTION PLAN**

**subject/Area (where relevant):**     GOAL # 6: SAFETY AND SECURITY (SAFE SCHOOL ENVIRONMENT)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To establish protocols and procedures that provide both students and staff with a safe environment which will decrease student latecomers 1<sup>st</sup> and 2<sup>nd</sup> period and decrease the number of hall walkers by June 2010. As a result of these protocols and procedures student achievement will increase by 3%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. To reduce lateness to 1<sup>st</sup> and 2<sup>nd</sup> period classes by directing all students arriving 10 or more minutes into these periods into the auditorium balcony where their infractions will be recorded in the dean’s office, their names forwarded to the Guidance Department for intervention, notification of parents via phone calls made by deans and counselors as well as the phone master for recidivist.</li> <li>2. To reduce the number of students cutting class while in the building by tracking the number of students in the hallways periods 3 through 8, using the floor team sweeps during these periods. These teams will encourage students to move quickly and purposefully to their next class and arrive to their next class on time. Students not complying will be processed – names and ID #s taken, parents notified and notations made on their deans’ record. With consistent performance of these procedures, the number of students processed for each period will decrease and the number of students present in the classes will increase.</li> <li>3. AP Security implemented new protocols and procedures regarding safety and security. The procedures were distributed to parents via mailings, phone master and were reviewed with staff</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. Teachers working comp time positions as deans are the primary staffing for these procedures (lateness room, parental contact, floor sweeps, recording of latecomers’ attendance and disciplinary points.</li> <li>2. Circular 6 assignments provide teachers participating in hall sweeps and latecomer procedures.</li> <li>3. School aides are also utilized on some of the floor teams as their</li> </ol>

	<p>schedules allow.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. <b>Copies of late logs to be reviewed by guidance counselors and SLC Directors daily, weekly and monthly and should each show a 1% decrease which should result in a 5% reduction in latecomers to 1<sup>st</sup> and 2<sup>nd</sup> period by February 1, 2009.</b></li> <li>2. <b>Cutting reports and students' transcripts to be reviewed by deans, guidance counselors and SLC Directors as needed.</b></li> <li>3. <b>Parent contact logs from guidance counselors and deans are available for review at any time.</b></li> <li>4. <b>Intervention for cutting by deans and guidance counselors should reap an overall 2% reduction in cutting during the fall term and again in the spring term.</b></li> </ol>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** GOAL # 7: PARENTAL INVOLVEMENT

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase parental awareness/involvement in school activities and support services by 3% for the school year ending June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Recruit parents from each Smaller Learning Community that can assist in creating more awareness and involvement in school activities.</li> <li>2. To continue working with ELL parents by supporting literacy through English lessons by members of the Business Advisory Council.</li> <li>3. To support the role of the Parent Coordinator as liaison between parents and staff.</li> <li>4. Increase parental communication through use of phone master and the school website</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. Title 1</li> <li>2. Tax Levy</li> <li>3. Use Parent Coordinator, Guidance Counselors and Smaller Learning Community Directors to conduct outreach to parents.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Increase in student attendance.</li> <li>2. Increase in student credit accumulation.</li> <li>3. Increase student performance on Regents examinations.</li> </ol>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

The Urban Land Institute has a partnership with MBHS for half a decade and has been coordinating and supporting a student project in applied economics and public policy entitled Urban Plan. Students work in teams for a third of the semester to complete this project. The project terminates in a presentation to a panel of judges consisting of a board of real estate experts supplied by the ULI. This term there are four senior classes, with roughly 100 students, presenting their projects for four consecutive days.

ULI has asked MBHS to allow the press, mostly newspapers, to come in and document the student presentations. Their reasoning for the request is that they are a not for profit organization and want to showcase and publicize the students' achievements in order to interest other foundations to contribute funds and to support the program.

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	37	38	100		75		74	
10	24	62	100	6	24		24	
11			75	8	9		9	
12			50	89	4		5	

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Business Communication – This class is offered as a remedial course to reinforce reading and writing skills for freshman and sophomore students. Strong emphasis is placed on strengthening grammatical skills and improving vocabulary. It is offered along with a regular English class for students that need the additional support to help them prepare the ELA exams.</b>
<b>Mathematics:</b>	<b>We are currently running two "catch-up" skill-building math courses for students who are among our weakest first-year 9th graders. Students take this course in addition to their regular Integrated Algebra course.</b>
<b>Science:</b>	<p><b>The Academic Intervention Services for Science are as follows:</b></p> <ul style="list-style-type: none"> <li>◆ <b>Students are also provided with small group tutoring after school twice a week. In May students will be receiving intense regents tutoring until June both after school from 3:-4:00 and on Saturdays from 9:00-12:00.</b></li> <li>◆ <b>We provide students with the opportunity to make-up labs on Saturdays from 9:00-12:00, in order for them to be eligible for the regent’s exam. Students can attend 1 of 2 sessions twice a semester.</b></li> </ul> <p><b>All our Academic Intervention Services will be servicing at risk students, Bilingual, ELL, Special Education and General Education students.</b></p>
<b>Social Studies:</b>	<b>After School Title 1 tutoring for Global History and US History which include acquiring vocabulary, reading comprehension and essay writing skills in order to pass the Global and/or US Regents state exams.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Through the violence prevention extended day grant. Guidance counselors provide small groups on various teenage issues. We are currently running the following groups weekly after school. Bereavement, coping skills, sexuality, dealing with conflicts, incest, dealing with incarcerated parents and anger management and attendance outreach.</b>

<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<p><b>-We currently have one social worker who provides the following services for the entire student body. These services are provided during their work day. Anger management workshops in groups or individually to students who are referred by deans, guidance counselors or Assistant Principals. Some times students come off suspensions and they have to attend these workshops.</b></p> <ul style="list-style-type: none"> <li><b>- Students are serviced through the Special Education Department</b></li> <li><b>-Social workers deal with a number of issues and crises daily but we have a lot of cases of students who suffer from self mutilation, suicidal ideations, and incest. We usually run groups on those issues if the students feel comfortable in a group setting.</b></li> </ul>
<b>At-risk Health-related Services:</b>	

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELL'S)

*NCLB/SED requirement for all schools*

### OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District 02	School Murry Bergtraum High School
Principal Barbara Esmilla	Assistant Principal Bibiana Ammatuna/Anita Bonner
Coach Eleve Zelenak	Coach type here
Teacher/Subject Area Gabrielle Irlinger/ ESL	Guidance Counselor Ms. Chase/Ms. Chan
Teacher/Subject Area L.B. Wu/Native Language Chinese	Parent Mrs. Troche
Teacher/Subject Area Mr. Sanchez/ Native Language S	Parent Coordinator Ms. Emilia Delgado
Related Service Provider Mr. Wright	SAF type here
Network Leader type here	Other

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	1	Number of Certified NLA/PL Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	6

### C. School Demographics

Total Number of Students in School	2600	Total Number of ELLs	274	ELLs as Share of Total Student Population (%)	10.54%
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## Part II: ELL Identification Process

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	9	9	9	9	36
Dual Language (50%:50%)	0	0	0	0	0
Freestanding ESL					
Self-Contained					0
Push-In					0
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>36</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	274	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	15
SIFE	95	ELLs receiving service 4-6 years	62	Long-Term (completed 6 years)	40

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	63	31	8	109	42	4	102	22	3	274
Dual Language										0
ESL										0
<b>Total</b>	<b>63</b>	<b>31</b>	<b>8</b>	<b>109</b>	<b>42</b>	<b>4</b>	<b>102</b>	<b>22</b>	<b>3</b>	<b>274</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	60	26	29	22	137
Chinese	12	28	13	19	72
Russian					0
Bengali					0
Urdu					0
Arabic					0

<b>Transitional Bilingual Education</b>					
<b>Number of ELLs by Grade in Each Language Group</b>					
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
<b>TOTAL</b>	<b>72</b>	<b>54</b>	<b>42</b>	<b>41</b>	<b>209</b>

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_\_ Asian: \_\_\_\_\_ Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: \_\_\_\_\_

<b>Freestanding English as a Second Language</b>					
<b>Number of ELLs by Grade in Each Language Group</b>					
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish					0
Chinese					0
Russian					0
Bengali	1				1
Urdu					0
Arabic	5	1		1	7
Haitian Creole	1				1
French	1				1
Korean					0
Punjabi	5	7	5	8	25
Polish		1			1
Albanian	1			2	3
Other	1	4	1	2	8
<b>TOTAL</b>	<b>15</b>	<b>13</b>	<b>6</b>	<b>13</b>	<b>47</b>

## Programming and Scheduling Information

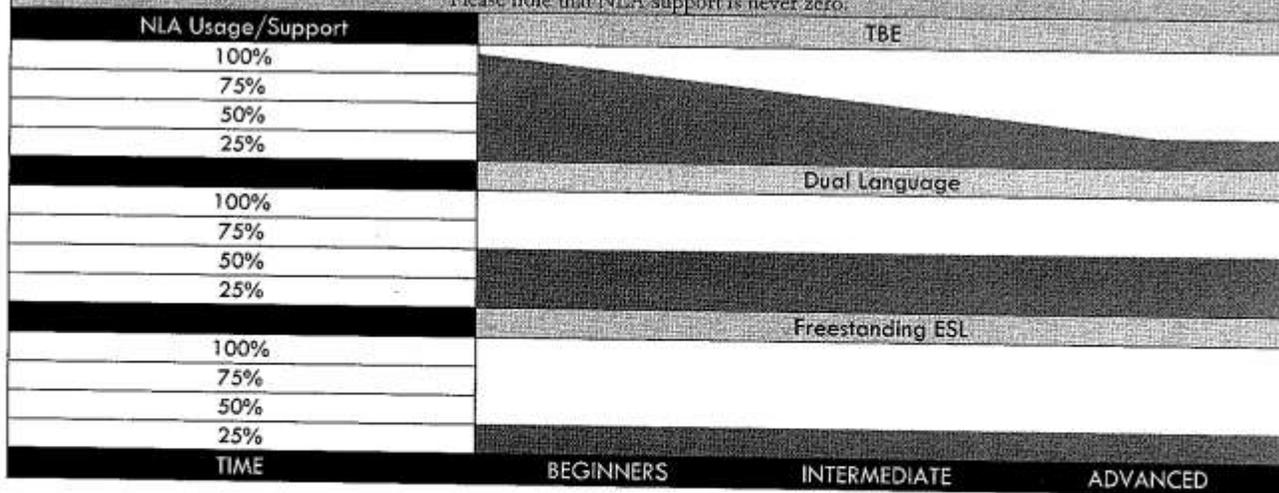
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

### Native Language Arts and Native Language Support

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



### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT® PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner (B)	26	21	14	5	66
Intermediate (I)	35	32	27	29	123
Advanced (A)	15	20	18	14	67
Total	76	73	59	48	256

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	10	11	10	2
	I	12	8	19	17
	A	16	13	9	9
	P	22	10	12	10
READING/WRITING	B	21	11	13	3
	I	24	19	22	25
	A	13	11	14	10
	P	1	1	1	0

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

	New York State Regents Exam			
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	40		17	
Math A	38		27	
Math B	15		3	
Sequential Mathematics I	6		1	
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry	35		20	
Earth Science	20		9	
Living Environment	45		32	
Physics				
Global History and Geography	60		48	
US History and Government	50		31	
Foreign Language	40		40	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures:

School Principal

Date

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date



**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

Grade Level(s) 9-12                      Number of Students to be Served: 274 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 16                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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***Proposed Supplemental Instructional Activity #1***

**Class.com:**

Esteemed as the most comprehensive online curriculum, this computer program supports students with unique learning needs. In addition to the general population, it has products specifically designed for the English Language Learner. This program would be most beneficial to providing individualized instruction to our ELLS in need of Credit Recovery in order to meet their targeted graduation rate. Students will be able to operate at their own pace in completing studies unique to their courses.

Continued use of this program will operate as an after-school program where students will individually complete online assignments in perspective content areas. There will be two sessions (Monday/Wednesday and Tuesday/Thursday) operating three hours per week beginning for 10 weeks. Targeted population for completion will focus on Cohorts 2010 and 2011 who are closest to promotion and upon completion will be closer to fulfilling graduation requirements.

***Cost of Licenses \$11,523.33***

***2 teachers @ \$49.73hr @ 40 hours = \$ 3,978.40***

***2 supervisors @ 51.34 @ 40 hours = \$4,107.20 GRAND TOTAL \$19,608.93***

***Proposed Supplemental Instructional Activity #2***

***LEAD (Learning English & Drama) Project  
(Continuing Partnership)***

Our ELL population has benefited greatly from our partnership with Lincoln Center's LEAD Project. Specifically, the LEAD Project provides 16 sessions in-depth theater artist residency in an ESL classroom. The collaborative spirit in which the LEAD Project was founded continues to guide the project's execution. For each of the 16 sessions spent inside the classroom, the teacher and the teaching artist spend an equal amount of time planning collaborative lesson plans that are co-taught and address both ELL learning goals and provide students with authentic learning in theater. It provides a supportive, highly articulated structure for the teacher and teaching artists' collaboration. It provides teachers with ten hours of mandatory professional development sessions held at Lincoln Center. The program runs from October to May. The LEAD Project allows an underserved community the opportunity to engage in developmentally and academically appropriate hands-on arts learning. The assessment of student learning is undertaken both project-wide, as well as being specific to the work occurring in each participating classroom. Some ELL learning goals that cut across all classes are: speaking skills, use of literary conventions, responding to literature, inferencing skills, vocal and physical awareness, creating a character, elements of dramatic structure, etc.

***2 classes @ \$ 2,000 = \$4,000.00***

***Proposed Supplemental Instructional Activity #3***

***Achieve 3000:***

*During the 2008 – 2009 school year, this program serviced 16 Classes, 6 teachers and 280 students.*

Continued use of this online differentiated instructional program will allow teachers to plan for differentiated learning experiences based on student’s initial placement results. Achieve 3000 works with The Lexile Framework for Reading matching a reader’s ability to the difficulty of a text, allowing for individualized assessment and instruction. Achieve 3000 provides a clear path to continual improvement following the five-step process highlighted below to foster achievement:

Set a schema: Students read and reply to a daily e-mail, which sets the stage for what they are about to read.

Read for information: The email directs students to an appropriately leveled, nonfiction article at the Achieve 3000 Web site that engages and involves students via real-world topics.

Demonstrate mastery: After reading the article, students answer questions that monitor comprehension, vocabulary mastery and higher-order thinking skills.

Construct meaning: Students build critical cognitive skills by writing responses to open-ended questions.

Form an opinion: Students also participate in a poll about the article so they can demonstrate opinions.

**Annual Contract**

***Achieve 3000 @ \$15,000***

***Proposed Supplemental Instructional Activity #4***

***Parent Workshop:***

***FALL WORKSHOP:***

***“Things You Should Know as a Parent/Guardian of an English Language Learner”***

***2 teachers @ \$49.73 @ 8 hours = \$ 795.68***

***2 supervisors @ \$51.34 @ 8 hours = 821.44***

<i>Supplies</i>	=	\$272.39
<i>Postage</i>	=	\$150.00
<b><i>Total</i></b>	=	<b>\$2,039.51</b>

**Parent Workshop:**

**SPRING WORKSHOP:**

**“NYSESLAT, ELA REGENTS & OTHER GRADUATION REQUIREMENTS”**

*2 teachers @ \$49.73 @ 8 hours = \$ 795.68*

*2 supervisors @ \$51.34 @ 8 hours = 821.44*

<i>Supplies</i>	=	\$272.39
<i>Postage</i>	=	\$150.00

***Total*** = **\$2,039.51**

***Total Cost*** = **\$4,079.02**



## Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

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Type of Program: \_\_\_ Bilingual \_\_\_ ESL  X  Both  
(No more than 2 pages)

Number of LEP (ELL) Students Served in 2009-10:  274

- I. Instructional Program for ELL's (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
  - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELL's' participation in those programs. Briefly describe supplemental programs for ELL's (i.e., AIS, Saturday Academies).
  - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELL's participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELL's.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELL's who are in a bilingual program.

At Murry Bergtraum High School for Business Careers we offer:

a. **Transitional Bilingual Education Program instruction:**

*Is provided in the student's native language (Spanish or Chinese) with intensive support in English with required English as a Second Language (ESL / English Language Arts (ELA) / Native Language Arts (NLA) time allotment*

*In this program the ESL component is designed to develop skills in understanding speaking, reading, writing and communications in English content areas, ( Math, Social Studies, Science) instruction in the Native Language (Chinese / Spanish) component designed to develop communication skills, including listening, speaking, reading and writing, in a student's home language as well as an appreciation of the history and culture. Students are required three daily periods of ESL if they are placed at the beginning level as they move on to intermediate, advanced and transitional students will take two daily periods as mandated by CR Part 154. The transitional Bilingual Education program at the school is:*

- Provide instruction in two languages: the language spoken at home and English. In the beginning stages of English language development, 60% of instructional time take place in the student's native language and 40% in English, instructional time in English increases as the students' English language knowledge increases.*
- Provide grade-level academic work in the student's native language to help develop fluency in the target language.*
- Help each ELL attain English language proficiency within 3 to 4 years.*
- Help each ELL meet or exceed New York State and City Standards.*

**b. The goal of the Freestanding English as a Second Language (ESL):**

- Students in free standing ESL programs receive all instruction in English. Students receive all academic instruction in English.*
- Students receive the number of ESL instruction units according to this/her English proficiency level on the NYSESLAT.*

**c. The Bilingual Program:**

*Is tailored to the language needs of our students and the state mandates to obtain a high school diploma. The instructional resources that we have across the bilingual program are:*

- ESL: We are moving instruction towards 100 % differentiated instruction.*
- ELA: We are moving instruction towards 100 % differentiated instruction.*
- NLA: We are moving instruction towards 100 % differentiated instruction.*
- Content Area Instruction: The content area instruction is mirrored after the mainstream instruction with the difference that the teacher speaks the native language and the materials are facilitated in their native language.*

**I. Parent/Community involvement:**

*At Murry Bergtraum High School the parental involvement activities for ESL parents has been incorporated with the Parent Association. Parents are invited to attend all the activities; there are translators available at all times. The Guidance Department is always looking for ways to tie in the ELL parents to the school.*

*We are proposing a series of six meetings in their native language (Chinese and Spanish), three each semester to keep the ELL parents community informed and educated on the following topics:*

- How to read a school transcript, report card, etc. Give the parents the necessary tools to be aware of their children needs.*
- We will provide parents with the skills to help them improved their parental skills including the necessary tools to promote literacy.*
- Road to College – This segment will be beneficial for all parents but specially for those with children in the 11<sup>th</sup> and 12<sup>th</sup> grades. This will teach parents what they need to know and do for those children to attend college.*
  
- School survival skills – Parents will be aware of what they need to do at home in order to survive in the American schools. The Disciplinary Code will be reviewed with the parents. Parents will be given “A Parent Orientation” in their native language including the necessary tools to promote literacy at home.*

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

In accordance with state compliance regulations, a BESIS report must be compiled on an annual basis. This report highlights all of the school's English Language Learners who are entitled to receive ESL services. One feature of the report indicates the home language spoken for each English Language Learner. This information comes from the parent's completion of the Home Language Survey. This is crucial information as it indicates the varied languages needed for translation and oral interpretation services for parents of ELL's.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Overall, the written translation and oral interpretation needs of the school community have been consistent over the past several years. This is due in large part to the Spanish and Chinese populations that represent the majority of the ELL student population. In order to effectively notify parents of student progress, school events and systemic efforts, initiatives, etc., there is a need to have bilingual personnel and translated documents available at all times.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translation services will be provided by in-house school staff. The school will provide translation in such matters as:

- a. Teacher progress reports mailed to parents concerning student performance;
  - b. Parent-teacher conferences;
  - c. General school correspondence maintained in a comprehensive binder;
  - d. All information related to the school's academic programs and requirements, as well as extra-curricular information;
  - e. All information regarding academic standards and assessments taking place in school;
  - f. Guidance on navigating the educational system in this geographical area.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided by in-house school staff. Oral interpretation services will focus on matters such as:

- a. In-person parent visits to meet with guidance counselors to discuss student performance;
  - b. Conferences where parents meet with teachers to discuss report cards and overall progress;
  - c. Discussion of information related to the school's academic progress and requirements, as well as extra-curricular information;
  - d. Guidance on navigating the educational system in this geographical area.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In fulfillment of Section VII of Chancellor's Regulation A-63. The school shall utilize school staff (Guidance Counselors, ESL teachers, Bilingual teachers) who speak both Spanish and Chinese to communicate with ELL parents regarding all school matters. This will be done for all written correspondence as well as any oral interpretation services. Additionally, ELL workshops are provided for parents through coordination of the school's Parent Coordinator.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,683,885	\$674,248	\$2,358,133
2. Enter the anticipated 1% set-aside for Parent Involvement:	16,839		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 6,739	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 84,194		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 33,712	
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 168,389		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 67,425	

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

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

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

MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS  
PARENT ASSOCIATION/TITLE I PARENT ADVISORY COUNCIL  
411 PEARL STREET, ROOM B1, NEW YORK, NY 10038  
Telephone # (212) 964-9610, Ext. 6011 Fax # (212) 732-6622  
Website: <http://www.bergtraum.org/pa.htm>

Miguel A. Malo, <b>President</b>		
<b><u>Vice Presidents</u></b>		Maribel Vega, Treasurer
Denyse Holloway – 12 <sup>th</sup> grade	2009-2010	Beatriz Perez, Corresponding Secretary
Hilda Garay – 11 <sup>th</sup> grade		Fabiola Zaldumbide , Recording Secretary
Manuela Pascual – 10 <sup>th</sup> grade		Miguel A. Malo, Title I Representative
Carlos Vega– 9 <sup>th</sup> grade		Darlean Maxwell , Title I Rep.-Alternate

**Parent Involvement Policy**

Murry Bergtraum High School for Business Careers agrees to implement the following statutory requirements:

- The school will put into operation, programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned with meaningful consultation with parent of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A fund reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other activities, including ensuring.
    - That parents play an integral role in assisting their child’s learning
    - That parents are encouraged to be actively involved in their child’s education at school;
    - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. Murry Bergtraum High School for Business Careers will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions:
    - Maintain an active email registry and mailing list for Parent Association. Parent Advisory Council, School Leadership Team, school safety committee, Small learning community parent representatives.)
  2. Murry Bergtraum High School for Business Careers will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
    - Conduct monthly meeting meetings with Parent Association, Parent Advisory council, School Learning team, school safety committee, Small learning community parent representative.
    - Provide Timeline school calendar of activities.
  3. Murry Bergtraum High School for Business Careers will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
    - Continue collaboration with school Parent Coordinator, Teacher Resource center and Student Government to provide such activities
  4. Murry Bergtraum High School for Business Careers will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs:
    - Alumni/Mentoring parent, Adhoc committee curriculum, ELL support committee, gender related programs and other programs requested by parents.
    - Parent Coordinator, School Saturday outreaches every other month, ELL Conference in November, City-wide, Regional and National Conferences for Title I, OFEA Conference, ARIS Training (Teacher, Parent and Parent Coordinator).
  5. Murry Bergtraum High School for Business Careers will take the following actions to conduct with the involvement of parents, an annual evaluation of the content

and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement will be put in place to identify who will be responsible for conducting it, and explaining what role parents will play.

- School Leadership Team monthly meetings
- Annual Title I meeting.
- PA/Title PAC monthly meeting

6. Murry Bergtraum High School for Business Careers will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State's and local academic assessments including alternate assessment, the requirement of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - Computer Literacy, English Lessons for ELL parents,  
Create/Support a the ARIS Parent Link system for instructional support for parents
  - c. The school will, to the extent feasible and appropriate, coordinate and association integrate parental involvement programs, and activities with the Parents Center, and other programs, and conduct other activities, such as community parent resource centers, activities that encourage and support parents in more fully participating in the education of their children by: (List activities use local churches, Henry Street Settlement, University Settlement, Mesaiáh Fellowship, YWCA, Estee lauder, FWA, NYC Public Library, Metro Plus...etc.)
  - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Such as: Interpreter, Translation of materials, web-design and connection, etc.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parent's capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118 of the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meeting at a twice times, or conducting in home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request such as Citywide, State Regional and National Conferences for Title I parents.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Murry Bergtraum High School for Business Careers Parent Association/Parent Advisory Council for Title I. This policy will be adopted by Bergtraum High School for Business Careers on 01/19/2010 and will be in effect for the period of one year (2011). The school will distribute this policy to all parents of participating Title I, Part A children on or before 01/19/2010/

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

<p><b>PARENT ASSOCIATION/TITLE I PARENT ADVISORY COUNCIL MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS 411 PEARL STREET NEW YORK, NEW YORK 10038 (212) 964-9610 Ext. 132 Website: <a href="http://www.bergtraum.org/pa.htm">http://www.bergtraum.org/pa.htm</a></b></p>	
<b>Miguel Malo – President</b>	<b>September 2008</b>

**SCHOOL-PARENT COMPACT**

**The school and parents working cooperatively to provide for the successful education of the children agree:**

THE SCHOOL AGREES	THE PARENT/GUARDIAN AGREES
<p><b>To conduct on-going House meetings for Title I parents to keep them abreast of the Title I program and their rights.</b></p> <p><b>To send letters periodically to parents informing them of the Title I program and requesting their involvement.</b></p> <p><b>To provide parents with House letters that explain Title I services provided to their children.</b></p> <p><b>To collaborate with parents in implementing the Schoolwide program.</b></p> <p><b>To support raising standards by</b></p>	<p><b>To share the responsibility of raising Standards by monitoring</b></p> <ul style="list-style-type: none"> <li>• Attendance in school</li> <li>• Attendance in classes</li> <li>• child's homework habits</li> <li>• programmed classes</li> <li>• academic performance –</li> <li>• passing State Exams</li> </ul> <p><b>To review and evaluate school-parent involvement policy and recommended changes to enhance the role of the school and parents.</b></p> <p><b>To attend House meetings and parent-teacher conferences to monitor students' educational progress.</b></p> <p><b>To inquire about child's progress on an</b></p>

<p>providing curriculum instruction to prepare students for Regents exams.</p> <p>To continue to enhance communication between the school and parents through:</p> <ul style="list-style-type: none"> <li>• House assemblies</li> <li>• Small parent/student Orientations</li> <li>• Teacher conferences twice Yearly</li> </ul> <p>To provide workshops for parents to enhance their professional development, their knowledge and skills in computers through internet training</p>	<p>on-going basis.</p> <p>To be responsive to school's outreach by responding to phone calls, letter and workshops.</p> <p>To inform teachers of their child's academic needs.</p> <p>To attend Parent Association Advisory council meeting and collaborate with other Parent Advisory groups to identify other resources to assist parents, children and the school in raising standards</p>
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Denyse Holloway, Twelfth Grade  
Hilda Galray, Eleventh Grade  
Manuela Pascual, Tenth Grade  
Carlos Vega, Ninth Grade

Maribel Vega, Treasurer  
Fabiola Zaldumbide, Recording Secretary  
Miguel Malo, Title Representative

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See pages 7 – 8.

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

See pages 11 – 12 (Action Plan).

3. Instruction by highly qualified staff.

Through the BEDS Survey we will determine which teachers are not highly qualified and provide them the chance to become highly qualified through the use of Title 1 funds earmarked specifically for assisting teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Ongoing professional development is provided to all staff members through our UFT Teacher Center, our two Aussie coaches in ELA and Math, our full time Literacy Coach, our intermediary, High Schools That Work (HSTW), as well as our Community Learning Support Organization (CLSO).

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Attending hiring fairs.

6. Strategies to increase parental involvement through means such as family literacy services.

See page 45-48.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Ongoing professional development for teachers in the use of ARIS, as well as, the creation of Inquiry Teams throughout the school.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See page 53

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

See pages 26-27.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** SINI Restructuring Year 2      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  1. We did not make Annual Yearly Progress (AYP) in English Language Arts (ELA) and Math.
  2. Subgroups include in ELA Hispanic Students, Students with Disabilities, and English Language Learners
  3. Subgroups in Math include Black and Hispanic, Students with Disabilities and English Language Learners
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.
  1. Through the purchase of Carnegie Learning Software, we hope to improve the achievement of at-risk students, including Black and Hispanic students, students with disabilities and English Language Learners in Mathematics for Algebra 1. Teachers will be trained to use this program in Regents-Preparatory classes. This software will be used to differentiate math instruction to meet students’ individual academic needs. Professional Development will be conducted after school during the fall semester 2009.
  
  2. To improve the achievement of at-risk students, including Hispanic students, students with disabilities and English Language Learners in ELA, grant funding will be used to purchase Achieve 3000, an online courseware that increases student comprehension levels. Differentiated instructional strategies are built in to the program and based on the student reading level through built-in assessments that students will perform.
  
  3. To improve the achievement of at-risk students in the ninth grade, including Hispanic students, students with disabilities and English Language Learners in ELA, grant funding will be used to hire two teachers who will push into a newly created class (E2X) which will be comprised of 9<sup>th</sup> graders who failed E1 and did not make any progress. These two teachers will be ELA Regents trained retired teachers who will work three days a week with an assigned teacher and class. The goal of this intervention is to assist students to achieve in writing a Level 4, Task 1 and 2 Regents essay.

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<sup>1</sup> School Under Registration Review (SURR)

4. Funds will be used to offer four Regents prep summer classes in ELA and Math. These classes will be offered during the week prior to the summer Regents being administered. Classes will run for four hours Monday – Friday after student’s regularly scheduled summer school classes have ended. Instructional materials, including binders, folders and journals will be purchased for this program.

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  - The UFT Teacher Center for Professional Development
  - Full- time Literacy Coach
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

No new teachers eligible for mentoring.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified

by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

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

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

Applicable    Not Applicable

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

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

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

Applicable    Not Applicable

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

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

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### KEY FINDING 2: INSTRUCTION

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

### **2A – ELA Instruction**

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

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

Applicable    Not Applicable

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

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

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional

instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

Applicable  Not Applicable

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

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

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

Applicable  Not Applicable

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orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

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

**KEY FINDING 4: PROFESSIONAL DEVELOPMENT – ENGLISH LANGUAGE LEARNERS**

4.1 During the 2008 – 2009 school year, our school continued to provide Professional Development applicable to curriculum, instruction and monitoring of ELLs. This was achieved through collaboration with the Community Learning Support Organization and their offering of QTEL (Quality Teaching for English Language Learners). One ESL teacher participated in this professional development opportunity, while other staff members had already completed the series in prior years. As of to date, all ESL teachers have completed the five-session series of QTEL. Our next step is to extend this opportunity to content area teachers of English Language Learners. Additionally, the table below highlights the Professional Development topics covered with the ESL staff during the course of the year:

<i>DATE</i>	<i>TOPIC/FOCUS</i>
September	Curriculum Mapping
October	Curriculum Mapping
November	Bilingual Instruction in Content Areas
December	Aligning Curriculum w/ELA Regents
January	Aligning Curriculum w/ELA Regents
February	Curriculum Mapping
March	Differentiated Instruction
April	NYSESLAT Review
May	NYSESLAT Review
June	Backwards Planning/Curriculum Mapping

4.2 Not Applicable

4.3 Evidence to support this includes attendance to QTEL workshops; follow-up lesson studies designed to debrief application of QTEL into daily lessons; and attendance to common planning time and content area meetings

4.4 N/A

**KEY FINDING 5: DATA USE AND MONITORING – ELL INSTRUCTION**

- 5.1 During the 2008 – 2009 school year, data specifically related to NYSESLAT results were shared with the ESL staff members. Programming of our ELLS is contingent upon the results of students’ proficiency levels, and so this information is shared in a timely manner as soon as it is available. Staff and administration collaboratively review results to make informed decisions about students’ accurate placement. When sharing results, the RLAT report from ATS was provided – giving a breakdown by modality and students’ overall proficiency level. We currently use a newer report entitled the RNMR which provides a breakdown by combined modalities and an overall placement level. ESL and bilingual content area teachers meet weekly during common planning time to review data and determine implications for instruction of ELL students
- 5.2 Not Applicable
- 5.3 Evidence to support this includes students’ programs reflective of their ESL placement level as determined by a combination of three factors: (1) NYSESLAT results; (2) transcript review; and (3) teacher input and other evidence includes scheduling of common planning time embedded in teachers’ schedules
- 5.4 N/A

**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

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

Applicable     Not Applicable

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

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

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

Applicable    Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

Applicable  Not Applicable

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
There are 29 students in Temporary Housing.

There are 29 students in Temporary Housing.

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

The STH students work with our Guidance Counselor, Jessica Garrison. They are provided with supplies, weekly counseling, tutors, afterschool programs, food, clothing and sneakers for physical education.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.