



**MURRY BERGTRAUM HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL:** **02M520**  
**ADDRESS:** **411 PEARL STREET, NEW YORK, NY 10038**  
**TELEPHONE:** **(212) 964-9610**  
**FAX:** **(212) 732-6622**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 520 **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 ADDRESS:** BEsmill2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** David Gordon

**PRINCIPAL:** Dr. Andrea D. Lewis

**UFT CHAPTER LEADER:** John Elfrank

**PARENTS' ASSOCIATION PRESIDENT:** Miguel Malo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

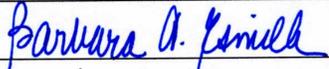
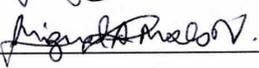
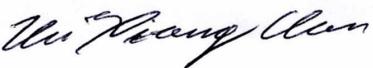
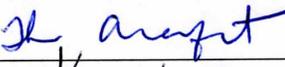
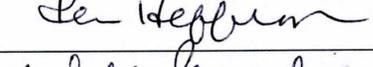
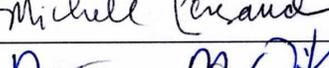
**DISTRICT:** 2 **CHILDREN FIRST NETWORK (CFN):** 308

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).  
**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	
Miguel Malo	Title I Parent Representative (suggested, for Title I schools)	
Lavinia Greene	DC 37 Representative, if applicable	
Zhi Xiang Chen	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Hanaa Arafat	CBO Representative, if applicable	
Ken Heffron	Member/Teacher	
Michele Persaud	Member/Teacher	
Noreen O'Keefe	Member/Teacher	
Virginia Dell'Olio	Member/Secretary	
Penny Cary	Member/Teacher	
Janet Ramos	Member/Parent	
Manuela Pascual	Member/Parent	
Carlos Vega	Member/Parent	
Rennie Parris	Member/Parent	

Darlean Maxwell	Member/Parent	
Wanda Blount (Alternate)	Member/Parent	
Norma Tomala (Alternate)	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>	Murry Bergtraum High School for Business Careers									
<b>District:</b>	2	<b>DBN:</b>	02M520	<b>School BEDS Code:</b>	310200011520					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded	√		
	2		6		10	√				
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		82.3	83.4	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	0	0	0		95.9	94.8	TBD			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	0	0	0		59.1	60.7	72.5			
Grade 8	0	0	0							
Grade 9	1224	1276	1081	Students in Temporary Housing - Total Number:						
Grade 10	730	632	684	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	408	424	354		17	63	TBD			
Grade 12	405	415	440							
Ungraded	7	2	3	Recent Immigrants - Total Number:						
Total	2774	2749	2562	(As of October 31)	2007-08	2008-09	2009-10			
					63	50	32			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	229	152	133	Principal Suspensions	390	465	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	72	77	Superintendent Suspensions	63	70	TBD			
Number all others	127	140	119							
These students are included in the enrollment information above.				Special High School Programs - Total Number:						
				(As of October 31)	2007-08	2008-09	2009-10			
				CTE Program Participants	N/A	2473	2455			
<b>English Language Learners (ELL) Enrollment:</b>				Early College HS Program Participants						
(As of October 31)	2007-08	2008-09	2009-10		0	0	0			
# in Transitional Bilingual Classes	323	229	222	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# receiving ESL services only	15	31	56	Number of Teachers	157	166	TBD			

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly.

Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	50	27	58	Number of Administrators and Other Professionals	67	63	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	4	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	173	164	TBD	% fully licensed & permanently assigned to this school	99.4	99.4	TBD
				% more than 2 years teaching in this school	76.5	75.6	TBD
				% more than 5 years teaching anywhere	74.1	72.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	91.0	91.0	TBD
American Indian or Alaska Native	0.1	0.1	0.2		93.1	96.0	TBD
Black or African American	30.4	32.2	34.3				
Hispanic or Latino	49.5	50.1	50.2				
Asian or Native Hawaiian/Other Pacific Isl.	16.8	14.5	12.2				
White	3.2	2.6	2.6				
<b>Male</b>	50.2	49.5	49.0				
<b>Female</b>	49.8	50.5	51.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2				√		
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT			
<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	√

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				√sh	√	√	61
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				√	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				-	-	-	
Multiracial						-	
Students with Disabilities				X	X		
Limited English Proficient				X	X		
Economically Disadvantaged				√sh	√		
<b>Student groups making AYP in each subject</b>				4	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>	√
<b>Overall Score:</b>	37.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment:	5.8	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	12.5	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	19.6		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	△ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
<b>KEY: PROGRESS REPORT DATA</b>	◇ = Outstanding
NR = Data Not Reported	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\* [http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### **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>			<b>N/A</b>
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>
2009-2010	64.12%	64.04%	<b>67.85%</b>	60.10%	57.69%	<b>65.58%</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

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. **To increase overall student scholarship and credit recovery by 3% for the school year ending June 2011.**
2. **To increase overall school attendance by 2% for the school year ending June 2011.**
3. **To achieve AYP in English Language Arts and Mathematics by the school year ending 2011.**
4. **To maintain protocols and procedures that provide both students and staff with a safe environment as evidenced by a 3% decrease in the Student Incident Report.**
5. **To increase parental awareness and involvement in school activities by 5% by the school year ending 2011 including participation in the Learning Environment Survey.**

**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>To increase overall student scholarship and credit recovery by 3% for the school year ending June 2011.</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. Develop 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> <li>8. Ninth Grade classes for students with low 8<sup>th</sup> grade ELA scores were programmed for an additional ELA class using the Achieve 3000 Program. Students in this class had an additional push in teacher. It is hoped that this extra support will increase student performance on the ELA Regents when these students were juniors and take the Regents exam. In addition, this program will increase their reading comprehension and their ability to read and write across all content areas. As their skills increase, the number of credits earned will increase.</li> </ol> <p>To assist with credit recovery, the following will be implemented:</p> <ol style="list-style-type: none"> <li>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 four times weekly and includes 90 students from all</li> </ol>

	<p>SLC's. The student body registered for the program will include Special Education students as well as English Language Learners. This program will be implemented in early December and conclude in mid March. A trained staff member will be running each CLASS.COM section.</p> <ol style="list-style-type: none"> <li>2. Creation of a credit recovery class for Science during the spring term as well as spring recess and a special Friday/Saturday Earth Science program for juniors and seniors. Dedicated staff members from Science department will be teaching this course as part of their teaching program.</li> <li>3. Creation of a credit recovery class for English and Social Studies during the spring term. This class will be available for new freshmen students who will have accumulated 3 credits this term. Dedicated staff members from each SLC will be teaching this course as part of their teaching program.</li> <li>4. Develop a Leadership Academy for overage and under-credited students to assist with credit recovery.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></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. Survey the staff regarding needs for Professional Development</li> <li>3. Use the Professional Development Team to conduct Professional Development sessions on student engagement and differentiation of instruction.</li> <li>4. DINI Grant.</li> <li>5. Hire ASCD and ESR to assist with Professional Development.</li> <li>6. Achieve Now Grant</li> <li>7. AIDP Grant</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. 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.</li> <li>2. Year-over-year scholarship comparison by semester and marking period (6 marking periods throughout the school year = 6 points of comparison).</li> <li>3. We expect an increase in the ELA and Math passing rates for the Regents Exams.</li> <li>4. We expect an increase of at least 3% in overall scholarship.</li> <li>5. In June 2010, we will look at the scholarship of our students to see if there has been an increase over January of 2010.</li> </ol>

**SECTION VI: ACTION PLAN**

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

**Goal # 2: Overall School Attendance**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase overall school attendance by 2% for the cohort 2011.</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. Develop an extensive action plan that will use inquiry based work to look at attendance.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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> <li>6. Title 1</li> <li>7. Tax Levy</li> <li>8. AIDP Grant</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) 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: Annual Yearly Progress**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To achieve AYP in English Language Arts and Math by the school year ending June 2011.</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, departmental assessments, and classroom assessments, to inform and modify curriculum and instruction in Math, English and ESL classes.</li> <li>2. Offer remedial classes before school or on Saturdays in partnership with BMCC for seniors who have yet to score 75 on the ELA and/or math Regents exam.</li> <li>3. Offer special courses which target skill deficiencies in ELA and Mathematics for students who have previously taken and failed the Regents Exam.</li> <li>4. SES-sponsored tutoring.</li> <li>5. In the 9<sup>th</sup> grade, offer additional support classes for students who fared poorly on their 8<sup>th</sup> grade State ELA and Math exams.</li> <li>6. Classes using the Achieve 3000 Program to assist students who failed Regents have been instituted during the spring 2010. In addition, students in this class had an additional push in teacher.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. Title 1</li> <li>2. SES</li> <li>3. Partnership with BMCC.</li> <li>4. DINI Grant</li> <li>5. Title 3</li> </ol>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

1. **June Regents Results**
2. **Acuity Regents Predictive Results**
3. **Departmental/Classroom Assessments**
4. **Seniors in the Achieve 3000 class who were eligible to take the Component Re-test in May 2010 did so. A large percentage of these students passed.**
5. **Student will be given a mock regents in mid-November to look for areas of improvement.**

**SECTION VI: ACTION PLAN**

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

**Goal # 4: School Safety**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maintain protocols and procedures that provide both students and staff with a safe environment as evidenced by a 3% decrease in the Student Incident Report.</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 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>2. 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> <li>3. Full implementation of S.A.V.E legislation to include hiring of full time personnel to cover the S.A.V.E room.</li> <li>4. Professional Development for safety personnel.</li> <li>5. Workshops for staff on classroom management.</li> <li>6. Development of Peer Mediation team.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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 schedules allow.</li> <li>4. Achieve Now Grant</li> <li>5. ESR Grant</li> </ol>

	<p><b>6. Tax Levy</b></p>
<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. 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.</li> <li>2. Cutting reports and students' transcripts to be reviewed by deans, guidance counselors and SLC Directors as needed.</li> <li>3. Parent contact logs from guidance counselors and deans are available for review at any time.</li> <li>4. 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.</li> <li>5. Guidance Counselors will develop and Plan of Action for all students referred to the S.A.V.E room (alternative learning center).</li> <li>6. One S.A.V.E teacher and one dean will work with students the Leadership Academy to assist with conflicts.</li> </ol>

**SECTION VI: ACTION PLAN**

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

**Goal # 5: Parental Involvement**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parental awareness and involvement in school activities by 5% by the school year ending 2011.</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 human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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> <li>4. SLC Grant (Improvement Ed 58)</li> <li>5. Learning Leaders</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) 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 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	200		75		74	
10	24	62	200	6	24		24	
11			120	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. Sometimes 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 (ELLs)**

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year *PROPOSED 2010 – 2011***

**Form TIII – A (1)(a)**

**Grade Level(s) 9-12      Number of Students to be Served: 276 LEP**

**Number of Teachers: 15      Other Staff (Specify \_\_\_\_\_)**

**SCHOOL BUILDING INSTRUCTIONAL PROGRAM/PROFESSIONAL DEVELOPMENT OVERVIEW**

**Title III, Part A LEP PROGRAM**

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. Currently, the school has an enrolled student population of 2,406 students of which approximately 290 are English Language Learners. Our ELLs represent 12% of the total student body.

**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.

***“BILINGUAL ACADEMY”***

The “BILINGUAL ACADEMY” is an afterschool tutorial program for our bilingual students to review course content in alignment with state standards. Content areas include Native Language Arts, Math, Science, and Social Studies. Using a student-centered approach, teachers will deliver instruction inclusive of practice, repetition and exploration of content matter. This will build students’ capacity in acquiring the skills and knowledge needed to demonstrate performance according to standards. At the end of the tutorial the classroom teacher will provide a final assessment of the subject in review to ensure that certain standards have been met.

This program will be run by licensed teachers according to subject area. It will run over the course of 2 Sessions to end in June 2011. The Sessions are as follows:

Session 1:

- Session will run from September to January
- Group will include 20 - 25 students with preference giving to Cohort 2007
- Program will run two days a week from 4 – 5:30 PM
- Entire Session will run for a total of 30 hours
- Targeted subject areas are Math or Native Language Arts
- Program supervised by one ESL Assistant Principal to: (1) ensure “high-quality” instruction is maintained; (2) monitor attendance; and (3) ensure a safe environment conducive to learning is maintained.

Session 2:

- Session will run from February to June
- Group will include 20 – 25 students with preference giving to Cohort 2007
- Program will run two days a week from 4 – 5:30 PM
- Entire Session will run for a total of 30 hours
- Targeted subject areas are: Social Studies or Science
- Program supervised by one ESL Assistant Principal to: (1) ensure “high-quality” instruction is maintained; (2) monitor attendance; and (3) ensure a safe environment conducive to learning is maintained.

Supplementary Materials to Support Bilingual Academy:

In order to support students during tutorial, some supplementary materials are needed to help with acquired knowledge in various content areas. Materials will: (1) support SIFE students with their grammar and sentence structure; and (2) develop the writing skills of native speakers. Supplementary materials in both Spanish and Chinese will be purchased.

Supplementary Equipment to support Bilingual Academy:

In order to infuse technology into the instructional delivery, teachers will need the following technology equipment:

- ✓ Laptop (1)
- ✓ Projector (1)

- ✓ Laptop Cart (1)

***“DAY INTERVENTION SUPPLEMENTARY PROGRAM”***

As a supplement to the core ESL curriculum, this program will use *READ 180* to improve instruction particularly for our Beginners-level ESL students in language acquisition. Our Beginners are comprised of 31 students of our overall ELL population of 290 students. *READ 180* “has been proven to raise the reading achievement scores of ELL students. There are special features designed just for ELLs such as:

- ✓ Text captioning that allows students to read along with examples of modeled fluent reading;
- ✓ Repeated oral reading practice;
- ✓ Oral language development and academic language strategies;
- ✓ Multicultural content making program relevant to students of diverse backgrounds

Use of this reading program will provide a host of resources including professional development and use of technology to meet the needs of diverse readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

### Technology Licenses

The purchase price of \$29,600 allows for the purchase of 60 student perpetual licenses for use of the program. Accompanied with the licenses are the following:

- Paperback and audio book collections
- Books
- Topic Software
- 2 Days of Implementation Training
- 2 Read 180: Best Practices for Reading Intervention Courses

## ***“SIFE ACADEMY”***

The SIFE ACADEMY is an afterschool tutorial program to address the needs of our SLIFE students. With an enrollment of 137 current SIFE students, there is a great need to develop the basic literacy skills of this population who’ve had numerous interruptions in their formal education. The classroom teacher will incorporate strategies to address basic grammar, sentence structure, mechanics, and fundamental writing skills. This foundational support will equip students with reading and writing skills to address standards-based curriculum in their varied content areas.

At the end of the tutorial, the classroom teacher will provide a final assessment to review the acquired skills of this SIFE population.

This program will be run by a licensed ELA or ESL teacher. It will run over the course of 2 Sessions to end in June 2011. The Sessions are as follows:

### Session 1:

- Session will run from September to January
- Group will include 25 SIFE students in Cohorts 2009 and 2010
- Session will run from 4- 5:30 PM two days of the week
- Session will run for a duration of 10 weeks totaling 30 hours
- Program supervised by on ESL Assistant Principal to (1) ensure “high – quality” Instruction is maintained; (2) monitor attendance; and (3) ensure a safe Environment conducive to learning is maintained

### Session 2:

- Session will run from February to June
- Group will include 25 SIFE students in Cohorts 2009 and 2010
- Session will run from 4 – 5:30 PM two days of the week
- Session will run for a duration of 10 weeks totaling 30 hours
- Program supervised by on ESL Assistant Principal to (1) ensure “high – quality” Instruction is maintained; (2) monitor attendance; and (3) ensure a safe Environment conducive to learning is maintained

- o Fall Term:

**PROFESSIONAL DEVELOPMENT PROGRAM** – Description: The school professional development program for teachers and other staff responsible for the delivery of instruction to students with limited English proficiency.

TOPICS highlighted below for Professional Development are targeted for the professional growth of the ESL and Bilingual content area teachers. These foci take place during Content Area Meetings that occur twice a month after school with ESL teachers and during weekly Common Planning time discussions where ESL and Bilingual teachers jointly meet. Some sessions for Professional Development related to **PARENTAL INVOLVEMENT** will be facilitated by our CLSO ELL Specialist.

"PARENT WORKSHOP: FALL TERM"		
DATE	TOPIC/FOCUS	
September	workshop is designed for parents of English Language Learners with a basic knowledge for navigating the New York City public school system. Areas addressed include: (1) How ELLS are identified; (2) Type of Program available at Murry Bergtraum; (3) Student Placement based on Proficiency Levels; (4) NYSESLAT; (5) Curriculum General Overview; (6) Supplementary Programs to Core Curriculum; (7) ARIS; and (8) School Contacts. Supplies at a cost of \$500.00 needed to collate material relative to the above-mentioned topics will be purchased for the workshop.	
October (A)	Supporting SIFE Students	
November (B)	(1) Higher Level Skills Using Bloom's Taxonomy (2) OTEL & Cooperative Learning Strategies	ESL Assistant Principal and an ESL teacher.
December (B)	The workshop is held in November and co-facilitated by the Parent Coordinator, an	given an opportunity to debrief one-on-one after
January	Translation is provided for both Spanish and Chinese-speaking parents. Parents are also	
February (C)	Addressing the Needs of Long Term ELLS Instructional Strategies to Interact w/New Knowledge	
March (C)	Instructional Strategies to Deepen Understanding of New Knowledge	
April (C)	Strategies to Generate & Test Hypotheses about New Knowledge	
May (C)	Engaging Students	
June (C)	ESL Curriculum Maps Review	

- Letter below indicates accompanying text to be used:
- (A): Classroom Instruction that works with English Language Learners
  - (B): Meeting the Needs of Students with Limited or Interrupted Schooling
  - (C): The Art and Science of Teaching

- OTHER PROFESSIONAL DEVELOPMENT:**
- Read 180: 2 Days of Implementation Training
  - Planning Implementation for Parent Workshops

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**Form TIII – A (1)(b)**

**Title III LEP Program: School Building Budget Summary**

**Allocation:**

<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,344.60	"Bilingual Academy" (CLASS. COM) Session 1: 1 Teachers @ \$49.89 X 30 HOURS = \$1,496.70  1 Supervisor @ \$52.21 X 30 Hours = \$1,566.30  Session 2: 1 Teachers @ \$49.89 X 30 HOURS = \$1,496.70  Total \$4,559.70

		<p>“SIFE ACADEMY</p> <p>Session 1: 1 Teacher @ \$49.89 X 30 HOURS = \$1,496.70</p> <p>Session 2: 1 Teacher @ \$49.89 X 30 HOURS = \$1,496.70</p> <p>1 Supervisor @ \$52.21 X 30 Hours = \$1,566.30</p> <p>Total \$4,559.70</p> <p>PARENTAL INVOLVEMENT:</p> <p>FALL WORKSHOP: 1 Teacher @\$49.89 X 4 HOURS = \$199.56 1 Supervisor @52.21 X 4 HOURS = \$208.84</p> <p>PLANNING IMPLEMENTATION 1 Teacher @\$49.89 X 8 HOURS = \$399.12 1 Supervisor @52.21 X 8 HOURS = \$417.68</p> <p>Total \$1,225.20</p>
Supplies and materials	\$6,415.40	<p>“Bilingual Academy” (Supplementary Materials)</p> <p>Entre Mundos: An Integrated</p>

		<p>Approach for the Native Speaker Student 70 copies @ \$47.05 each = \$3,293.50</p> <p>Entre Mundos: An Integrated Approach for the Native Speaker (Workbook) 70 copies @ \$19.23 each = \$1,346.10</p> <p>AP Chinese Language and Culture (Barron's) (ISBN # 0764194003) 35 copies @ \$18.46 each = \$646.10</p> <p>Total \$ 5,285.70</p> <p>Parent Workshop Supplies FALL TERM: \$1,129.70</p>
Other	\$29,600	<p>"Day Intervention Supplementary Program" READ 180 60 Student Licenses</p>
Equipment	\$ 3,500.00	<p>"ELL BILINGUAL ACADEMY" Laptop/Projector/Cart</p>
<b>TOTAL PROJECTED COST</b>	<b>\$49,860.00</b>	
<b>TOTAL ALLOCATION</b>	<b>\$49,860.00</b>	

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

**BUDGET PLAN FOR TRANSLATION/INTERPRETATION SERVICES**

**School: Murry Bergtraum HS Allocation: \$ \_\_\_\_\_**

**Name of Person Preparing the Form:**

**Bibiana Ammatuna, AP – ESL Compliance (212) 964-9610 X6561**

**E-mail address: [Bammatu@schools.nyc.gov](mailto:Bammatu@schools.nyc.gov)**

**Anita F. Bonner, AP – ESL Instruction (212) 964- 9610 X4361**

**E-mail address: [abonner@schools.nyc.gov](mailto:abonner@schools.nyc.gov)**

**Principal’s Signature \_\_\_\_\_**

**WRITTEN TRANSLATION NEEDS ASSESSMENT FINDINGS**

*In this box, describe how you conducted your assessment of written translation needs and your major findings.*

In accordance with state compliance regulations, a BESIS report must be compiled on an annual basis. This report highlights all off 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 ELLs.

Currently, Murry Bergtraum High School’s bilingual/ESL population stands at approximately 300 students. In order to assist these parents in navigating the school system and learning about their child’s educational needs, we must be able to communicate with them in their native languages (Spanish/Chinese). All school correspondence and any other written information pertinent to the child’s overall school learning experience should be provided for these parents in their native languages. Additionally, our regular education and Special Education students have parents who also speak a language other than English. They too are in need of translation and interpretation services.

**PROPOSED WRITTEN TRANSLATION SERVICES**

*In this box, describe the written translation services you plan to provide, and how they meet identified needs.*

Teachers who are proficient in the students' native languages, primarily Chinese and Spanish, will be selected to provide the written translation services. Collaboration amongst teachers, guidance counselors and assistant principals will occur for the purpose of translating all school documents into both languages. All of the translated correspondence will be kept in a comprehensive binder accessible for easy reference when necessary. This service will be in addition to the forms already translated and available from the Dept. of Education.

The service will be for the following:

1. All information related to their individual child's academic progress and school participation.
2. All information related to the school's academic programs and requirements, as well as extracurricular information.
3. All information as to academic standards and assessments from the school.
4. Guidance on navigating the educational system in this geographical area.
5. Relevant school policies

Additionally, the system has provided a new Phone Master system to disseminate important information via the phone to large numbers of students. Written translation in Chinese is allowed and will be utilized to communicate with parents of Chinese bilingual students.

### **ORAL INTERPREATION NEEDS ASSESSMENTS FINDINGS**

*In this box, describe how you conducted your assessment of oral interpretation needs and your major findings.*

In accordance with state compliance regulations, a BESIS report must be compiled on an annual basis. This report highlights all off 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 ELLs.

Currently, Murry Bergtraum High School's bilingual/ESL population stands at approximately 300 students. In order to assist these parents in navigating the school system and learning about their child's educational needs, we must be able to communicate with them in their native languages (Spanish/Chinese). Therefore, oral interpretation services will be necessary when providing workshops for parents of ELLs on all school-related matters.

Additionally, the system has provided a new Phone Master system to disseminate important information via the phone to large numbers of students. Oral translation in Spanish is allowed and will be utilized to communicate with parents of Spanish bilingual students.

**PROPOSED INTERPRETATION SERVICES**

*In this box, describe the oral interpretation services you plan to provide, and how they meet identified needs.*

Funds will be utilized as follows:

- ❖ Teachers, bilingual guidance counselors and paraprofessionals will contact parents to address issues of attendance, lateness, and social and academic progress
- ❖ Paraprofessionals will provide oral translation during parent conferences, workshops, etc.

<b>BUDGET CATEGORY</b>	<b>EXPLANATION</b>
<p><b><i>Written Translation:</i></b></p> <p><i>Per Session:</i></p> <p>2 Teachers @ 49.89 x 25 hours = \$2,494.50</p> <p>2 Bilingual Guidance Counselors @ \$53.47 x 10 hours =</p>	<p><b><i>Written Translation:</i></b></p> <p>-Translation of school correspondence, Phone Master messages (Chinese), academic progress reports, school programs, school extra-curricular activities</p>

\$1,069.40

**Oral Translation:**

2 Teachers @ 49.89 x 25 hours = \$2,494.50

2 Bilingual Guidance Counselors @ \$53.47 x 10 hours = \$1,069.40

2 Paras @\$27.70 x 10 hours = \$554.00

**TOTAL \$7,681.80**

**Oral Translation:**

-Translation provided at parent workshops, parent conferences, Phone Master messages (Spanish), and attendance and lateness issues

Supplies and Materials: **\$500.00**  
Pens, pencils, folders, binders, overhead projectors, chart paper.

Parent Workshops, Conferences, etc.

Equipment: <b>\$10,500.00</b> LCD Projector, Standing Cart, Smart Board	Parent Workshops, Conferences, etc.
<b>TOTAL PROJECTED COST</b>	<b>\$18,681.80</b>

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,712,071	\$385,545	\$2,097,616
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$17,121	\$3,855	\$20,976
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$85,603	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$171,207	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
6. 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.
  - A 5% set aside from Title 1 funds has been scheduled to assist teachers in tuition reimbursement programs to become highly qualified.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

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>Vice Presidents</b>		
Denyse Holloway – 12 <sup>th</sup> grade Secretary	20010-2011	Maribel Vega, Treasurer Beatriz Perez, Corresponding
Darlean Maxwell – 11 <sup>th</sup> grade		Manuela Pascal , Recording Secretary
Carlos Vega – 10 <sup>th</sup> grade		Miguel A. Malo, Title I Representative
Norma Tomala– 9 <sup>th</sup> grade		Wanda Blount, 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.

**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: <http://www.bergtraum.org/pa.htm>**

**Miguel Malo – President**  
**September 2010**

## 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>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Denyse Holloway, Twelfth Grade  
 Darlean Maxwell, Eleventh Grade  
 Carlos Vega, Tenth Grade  
 Norma Tomala, Ninth Grade

Maribel Vega, Treasurer  
 Manuela Pascal, Recording Secretary  
 Miguel Malo, Title Representative  
 Wanda Blound, Title 1 Rep - Alternate

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

**Section I: Schoolwide Program (SWP) Required Components**

**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.
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.

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$1,712,071		

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (ARRA)	Federal	✓			385,545		
Title II, Part A	Federal						
Title III, Part A	Federal	✓			21,410		
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			9,673,774		

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Restructuring Advanced      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

During the 2009-2010 school year MBHS did not meet AYP in the following areas: Math, English Language Arts and Graduation Rate. The sub groups that did not meet standards and therefore resulted in the designation of advanced restructuring are Blacks, ELLS and SPED students in the areas noted above.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

See pages 18-19 for the action plan on how to meet the needs of our students as it relates to ELA and Math. Additionally, Read 180 was purchased to assist the lowest third of all ninth graders, ELL and SPED students in the areas of ELA. A literacy plan was developed to begin the process of infusing literacy across all content areas which will assist our students with reading comprehension skills.

Selected staff members will receive training in methodologies on how to infuse the readers/writers workshop into the ELA classes. All ninth grade ELA classes will be taught in 90 minute blocks to increase time on task.

Most importantly, the school will be restructured into Small Learning Communities based on themes. The SLC’s will use the “School within a School model.” Each academy will be responsible for the “Total Child”: academic, attendance and the social-emotional behavior. The ninth grade academy is the first accurate model of an SLC; within the Ninth Grade Academy students will be taught in 90 minute blocks for ELA and Math resulting in smaller teacher to student ratio.

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School Under Registration Review (SURR)

A Leadership Academy will be developed for under credited, overage students.

Credit accumulations, see page 15.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

Professional Development consultants from ASCD will be employed to provide PD in the areas of curriculum writing, infusion of CCSS, literacy infusion and lesson planning. Teachers will attend PD conferences in the areas of literacy and math.

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

Teacher mentoring is conducted through the UFT Teacher Center as well as through the use of a math coach and a literacy coach.

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.

Parents will receive the state Title 1 mandate letters. In addition, Title 1 workshops will be conducted for parents.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

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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.)

20 Students

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

We will be providing counseling, educational trips, coping skills workshops, career and college advising. Start September 2010, we will be working with a Community Based Organization, Sports and Arts Foundation through a grant. We will be providing after school services for Students in Temporary Housing.

**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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Murry Bergtraum High School for Business Careers					
<b>District:</b>	2	<b>DBN:</b>	02M520	<b>School</b>		310200011520

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded	v	
	2		6		10	v			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.3	83.4	81.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1276	1081	937				
Grade 10	632	684	690				
Grade 11	424	354	361				
Grade 12	415	440	412				
Ungraded	2	3	2				
<b>Total</b>	<b>2749</b>	<b>2562</b>	<b>2402</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	95.9	94.8	95.0

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	59.1	72.5	68.4

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	17	63	75

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	63	50	32

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	152	133	96	Principal Suspensions	390	465	532
# in Collaborative Team Teaching (CTT) Classes	72	77	135	Superintendent Suspensions	63	70	36
Number all others	140	119	106				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	2473	2455
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	229	222	TBD	Number of Teachers	157	166	160
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	67	63	36
# receiving ESL services only	31	56	TBD	Number of Educational Paraprofessionals	6	4	24
# ELLs with IEPs	27	58	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	173	164	481	% fully licensed & permanently assigned to this school	99.4	99.4	99.4
				% more than 2 years teaching in this school	76.5	75.6	88.8
				% more than 5 years teaching anywhere	74.1	72.1	80.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	91.0	97.5
American Indian or Alaska Native	0.1	0.2	0.3	% core classes taught by "highly qualified" teachers	93.1	96.0	94.0
Black or African American	32.2	34.3	36.6				
Hispanic or Latino	50.1	50.2	49.0				
Asian or Native Hawaiian/Other Pacific	14.5	12.2	11.6				
White	2.6	2.6	2.5				
<b>Male</b>	49.5	49.0	49.8				
<b>Female</b>	50.5	51.0	50.2				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year 1						
Corrective Action (CA) – Year 2						
Restructuring Year 1						
Restructuring Year 2					v	
Restructuring Advanced						

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				vsh	v	v	61
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				v	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	-
Multiracial						-
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				vsh	v	
<b>Student groups making</b>				4	3	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	42.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	5.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	12.1	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	20.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First Network</b>	District <b>02</b>	School Number <b>520</b>	School Name <b>Murry Bergtraum HS</b>
Principal <b>Dr. Andrea Lewis</b>		Assistant Principal <b>Bibiana Ammatuna Anita Bonner</b>	
Coach <b>type here</b>		Coach <b>Ms. Eleve Zelenek</b>	
Teacher/Subject Area <b>Mr. Male/ Social Studies</b>		Guidance Counselor <b>Ms. Chase and Ms. Chan</b>	
Teacher/Subject Area <b>Ms. Espinal/Spanish</b>		Parent <b>Mr. Malo</b>	
Teacher/Subject Area <b>Ms. Wu/ Chinese</b>		Parent Coordinator <b>Ms. Delgado</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>5</b>
Number of Content Area Teachers with Bilingual Extensions	<b>6</b>	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>7</b>

### C. School Demographics

Total Number of Students in School	<b>2527</b>	Total Number of ELLs	<b>315</b>	ELLs as Share of Total Student Population (%)	<b>12.47%</b>
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## Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. The initial process is conducted within the first two weeks of a student's enrollment and it includes the following four steps:

- a. Administration of the home language questionnaire
- b. Conducting an informal interview in English and in the native language
- c. Administration of the LAB-R
- d. Placement in an appropriate program (bilingual (SP-Ch), free-standing ESL or monolingual English programs)

Placement in the appropriate instructional programs begins after the administration of the LAB-R. Based on the results of the LAB\_R, students are identified either as LEP/ELL or English proficient. Students who are identified as English proficient must enter a general education program. Similarly, students who are identified as LEP/ELL must be placed in a bilingual education or free standing ESL program.

Ms. Bonner, Assistant Principal of ESL is in charge of the original placement. Students every year are evaluated and placed in the appropriate ESL class as per the results of the NYSESLAT. Testing accommodations are provided as needed on all NYS ELA and content area assessments.

2. Parents or persons in a parental position to a student designated as limited English Proficient are notified in English and a language they understand, the child's placement in an instructional bilingual or free-standing English as a second language program and their options. The school provides twice a year a parent meeting to help them understand the goals of the program, and how they may help their children.

An orientation session on the state standards is provided to the parents of a student designated as limited English proficient who is a new entrant to the NYC public school system.

3. Parents are informed through the entitlement letters and Parents Survey and Program Selection forms are sent home with students or given to parents in school.

4. Students are placed in bilingual or ESL instruction once the identification process is done. Parents are notified of the programs available and choose the one that will benefit their child. Parents are met by the Assistant Principal to discuss and explain further the nature purposes, educational participate in a free-standing English as a second language program.

5. The trend in the last few years is Bilingual Education.

6. The program models offered at the school aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	297	<b>Newcomers (ELLs receiving service 0-3 years)</b>	70	<b>Special Education</b>	38
<b>SIFE</b>	57	<b>ELLs receiving service 4-6 years</b>	80	<b>Long-Term (completed 6 years)</b>	75

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	
<b>TBE</b>	70	40	6	80	17	12	75		20	225
<b>Dual Language</b>										0
<b>ESL</b>	26			28			18			72
<b>Total</b>	96	40	6	108	17	12	93	0	20	297

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										83	45	25	30	183
Chinese										30	35	16	33	114
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Polish														0	
Albanian														0	
Yiddish														0	
Other														0	
<b>TOTAL</b>	<b>0</b>	<b>113</b>	<b>80</b>	<b>41</b>	<b>63</b>	<b>297</b>									

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

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<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:

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian											2	1		3
Bengali										10	7	2	7	26
Urdu											1	1		2
Arabic										2	3			5
Haitian										7	1		5	13
French										2	3	2		7
Korean														0
Punjabi														0
Polish										3	1	3	6	13
Albanian										2	1			3
Other														0
<b>TOTAL</b>	<b>0</b>	<b>26</b>	<b>19</b>	<b>9</b>	<b>18</b>	<b>72</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

Paste response to questions 1-4 here

1. The instruction is delivered in the ESL classes by proficiency level regardless of grade. The transitional Bilingual program is designed so that students develop conceptual skills in their native language as they learn English: A transitional program of instruction includes: ESL, component designed to develop skills in listening, speaking, reading, and writing in English, content-area instruction in the native language and English designed to teach subject matter to ELLs; and a Native Language Arts component designed to develop skills in listening, speaking, reading and writing in the students' home language while cultivating an appreciation of their history and culture. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English. Students that are placed in Free Standing ESL program, are only required to take the ESL classes instead of the regular monolingual English class and the content area classes are monolingual.

- The mandated number of instructional minutes is provided according to each individual student proficient level. All the CR154 mandates are followed in the students' program.
- Students are predicated on transferring literacy skills from a child's home language to a child's second language. Students acquire literacy most effectively in the language most familiar to them. Skills used in native language acquisition are skills that a student can use for faster and more successful acquisition of English. Teachers are encouraged to use student performance data on teaching to meet the needs of each ELL student.

The free standing ESL provide instruction in English for the academic subject and the ELA class is the ESL class.

- Instruction differentiation takes place in the ESL classes as well as the academic classes. Especially, among the subgroups. Some of the strategies used in the program are:

Scaffolding strategies, modeling, bridging, contextualization, etc.

The early identification of LEP/ELLs with interrupted formal education is essential, as they represent an at risk population. We collect and disaggregate data including such variables as age of arrival, mobility, years of schooling at time of arrival and scope of content learned in both the native country and the US. All former ELLs are eligible for accommodations on state assessments for up to two years

LEP students with disabilities should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan.

Students receiving more than two years of ESL are given the mandated ESL level to fulfill their needs.

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

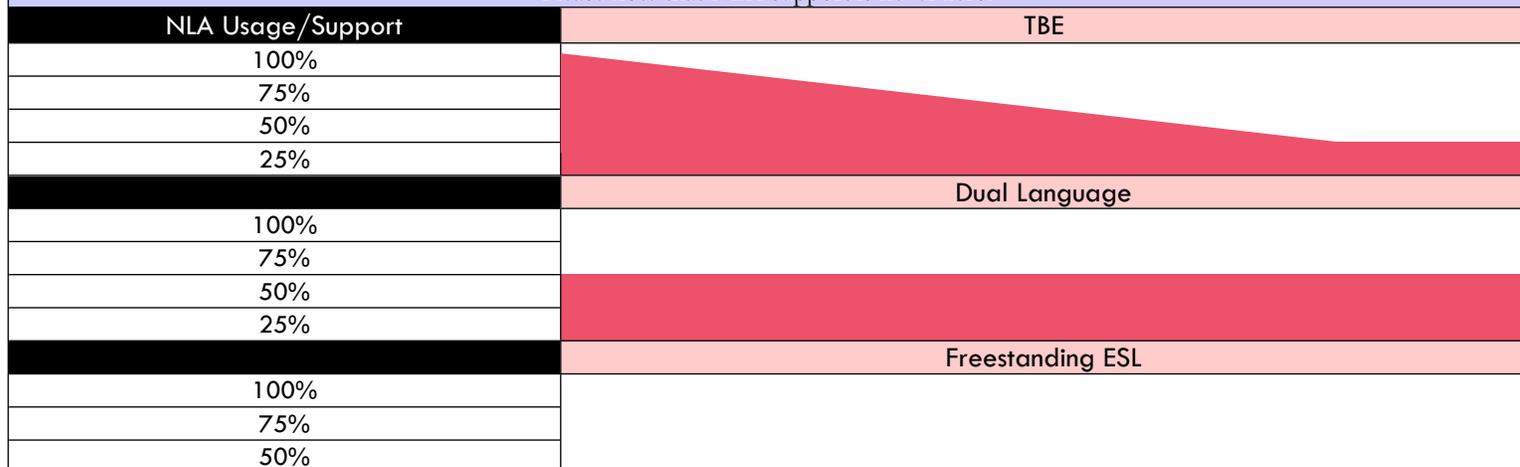
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. 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?

Paste response to questions 5-14 here

5. The targeted intervention programs for ELLs in ELA, math and Social Studies are; Tutoring, Class.com, Regents' Preparation in their native language as well as English.
6. Ells obtaining proficiency on the NYSESLAT are offered the two years transitional support mandated by the state. Students received the extra time allowed during testing as well as teachers are aware of the transtion.
7. We are implemeting a tutoring program and credit recovery after school program.
8. None
9. All schools programs are offered to ELL population.
10. The instructional materials used with ELLs include: Regular books used in the content area, content area glossaries, native language books in content areas when available, Achieve 3000, class.com.
11. Native Language supports the Social Studies curriculum .
12. Yes.
13. None.
14. The languages are Spanish and Chinese

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

PaPART D:

QUESTION #1:

Our school's PD has devised a Comprehensive Annual calendar featuring various PD topics to be provided for the staff. All ELL Staff are included as well. The topics include:

- Ø Workshop Model
- Ø Engaging Students
- Ø Classroom Libraries
- Ø Data

All of these topics are designed to build the instructional capacity of the entire school staff. In addition, teachers of English Language Learners will be provided with PD on the following:

DATE	TOPIC/FOCUS
September	(1) ESL Placement Levels
	(2) Identifying Diverse ELLS
October (A)	General Instructional Practices for ELLS
November (B)	Supporting SIFE Students
December (B)	(1) Higher Level Skills Using Bloom's Taxonomy
	(2) QTEL & Cooperative Learning Strategies
January	Addressing the Needs of Long Term ELLS
February (C)	Instructional Strategies to Interact w/New Knowledge
March (C)	Instructional Strategies to Deepen Understanding of New Knowledge
April (C)	Strategies to Generate & Test Hypotheses about New Knowledge
May (C)	Engaging Students
June (C)	ESL Curriculum Maps Review

Letter below indicates accompanying text to be used:

- (A): Classroom Instruction that works with English Language Learners
- (B): Meeting the Needs of Students with Limited or Interrupted Schooling
- (C): The Art and Science of Teaching

QUESTION #2:

The transition from middle to high school is a challenging experience for all students, with added emphasis for English Language Learners. Students are acclimated to the school culture through connections with various personnel connected to the ELL population – guidance counselors, Native Language teachers, administration, and teachers. Guidance Counselors in particular provide an initial orientation to acquaint them with the school and the process by which to navigate the school system to meet their needs. Native Language Teachers provided bilingual instruction that is inclusive of basic foundational knowledge of school norms, expectations etc. All of this is done to ensure

a smoother transition into the high school experience.

**QUESTION #3:**

As per the Jose P. mandate, staff new to the system must be provided with 7.5 hours of Professional Development concerning English Language Learners. These hours are met through various scheduled times throughout the year that address the following:

- ü WHO ARE ELLS?
- ü HOW ARE THEY IDENTIFIED?
- ü WHAT DO THESE ACRONYMS MEAN: LEP/ELL/LTE
- ü WHAT TYPES OF REGULATIONS (STATE, FEDERAL, ETC.) ARE ASSOCIATED WITH ENGLISH LANGUAGE LEARNERS?
- ü ONCE THEY ARE IDENTIFIED, HOW DO WE MEET THEIR NEEDS HERE AT MBHS?
- ü WHAT TYPES OF PROGRAMS FOR ELLS DOES MBHS HAVE?
- ü HOW DO I KNOW IF I HAVE ELLS IN MY CLASSROOM?
- ü WHAT ARE SOME INSTRUCTIONAL STRATEGIES THAT ARE HELPFUL TO ELLS?
- ü DO ELLS RECEIVE ANY TYPE OF SPECIFIC TESTING ACCOMMODATIONS?
- ü DO ELLS RECEIVE ANY SPECIAL FUNDING? IF SO, WHAT?ste response to questions 1-3 here

**E. Parental Involvement**

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

Paste response to questions 1-4 here

1. Parents work with the Parent Coordinator on various Professional Development
2. Yes, we partner with other agencies to provide services for the parents.
3. Parents need to be involved with the education of their children.
4. We had several workshops to help parents with different issues as well as English and computer classes.

## Part V: Assessment Analysis

**A. Assessment Breakdown**

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										38	6	6	12
	I										43	15	2	2

	<b>A</b>										10	25	20	7
	<b>P</b>										4	3	5	10
READING/ WRITING	<b>B</b>										31	20	15	12
	<b>I</b>										26	24	21	29
	<b>A</b>										8	18	15	10
	<b>P</b>										3	4	6	7

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	53		23	
Math <u>A</u>		88		72
Math <u>B</u>		34		72
Biology				
Chemistry		69		41
Earth Science		45		31
Living Environment		31		12
Physics				
Global History and Geography		86		56
US History and Government		63		49
Foreign Language		69		69
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. Students are assessed in their Native Language Class to determine the literacy level in the language. From this analysis, we can gather the preliminary information to understand the level of schooling the child brings. We also interview the parents as well as the student.
2. Most students are at the Intermediate and Advanced level for a few years and are not able to make the Proficient status.
3. The ESL classes and Native Language classes are redesigning the curriculum to help students improve the reading/writing, listening/speaking modalities.
4. The Asian ELLs are doing better than the Spanish ELLs. One of the reasons, is that the Asian students have a higher literacy level in their native language than the Spanish ELLs. In order to close the literacy gap for the Spanish ELLs we are introducing a new curriculum for the native class which includes: grammar, reading, speaking and writing from elementary to high school level. The students are exposed to an array of reading and writing to promote literacy in their native language in order to transfer the information to the target language, (English). All the bilingual teachers are given a copy of the NYSESLAT results to help them differentiate their lessons.

### Additional Information

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

Paste additional information here

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

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