



MS 328
NEW MILLENNIUM BUSINESS ACADEMY

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X328
ADDRESS: **1000 TELLER AVENUE**
BRONX, NY 10456

TELEPHONE: _____
FAX: **718-588-8767**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS 328 **SCHOOL NAME:** New Millennium Business Academy

SCHOOL ADDRESS: 1000 Teller Avenue, Bronx, New York 10456

SCHOOL TELEPHONE: (718) 588-8308 **FAX:** (718) 588-8767

SCHOOL CONTACT PERSON: Dorald Bastian **EMAIL ADDRESS:** Dbastian@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Aiesha Edwards

PRINCIPAL: Dorald Bastian

UFT CHAPTER LEADER: Michele Sbano

PARENTS' ASSOCIATION PRESIDENT: Ms. Williams

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** 19

NETWORK LEADER: Ben Waxman

SUPERINTENDENT: Deloris Esposito

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
Dorald Bastian	*Principal or Designee	
Michele Sbanò	*UFT Chapter Chairperson or Designee	
Cheryl Williams	*PA/PTA President or Designated Co-President	
Ms. Guerrero	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Raedyn Rivera	Member/AP	
Aiesha Edwards	Member/Teacher	
Shelina Massey	Member/Chair Person	
	Member/Teacher	
	Member/Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The New Millennium Business Academy (NMBA) is currently in its sixth year of operation. Housed inside the Arturo Toscanini Campus (CS 145), located at 1000 Teller Avenue, Bronx, New York, NMBA shares a campus with MS 325 and MS 145.

NMBA became an independent school affiliated with CEI-PEA in June of 2007 when the Regional Model for the city's school organization was disbanded. In Fall 2007, the school became a School In Need of Improvement (SINI) in Math and ELA. In Winter 2007, it also became a School Under Registration Review (SURR) in Math. Due to our combined efforts to implement several intervention strategies, as of February 2010 we were removed from the SURR list.

The student population is comprised of 218 students. At the time of this report the registers totaled 54 students in grade six, 73 students in grade seven, and 91 students in grade eight. The student population is comprised of 58.04% Hispanic primarily from Puerto Rico and the Dominican Republic, 40.36% African-American, and .26 % are Asian/other. The majority of the students are from low-income families and approximately 97% qualify for free lunch.

The school is led by Principal Doral Bastian, who is in his fifth year at this post, and Assistant Principals Willett Nanton and Raedyn Rivera. The staff currently consists of 24 teachers, 5 paraprofessionals, 3 school aides, a guidance counselor, a secretary, and a Parent Coordinator. Support staff is comprised of members of the School Based Support Team, a school nurse, related service providers, and community based organization service providers. 94% of the staff is fully licensed and permanently assigned to the school.

As of September 2010, the school will have the following classes:

General Education -2 sixth grade classes
 3 seventh grade classes
 3 eighth grade classes
Special Education – 1 sixth grade class
 1 seventh grade class
 2 eighth grade classes

Approximately 37 students receive ESL instruction. The special education students and English Language Learners are included in all aspects of the school program (instructional programs, gym, lunch). Students who receive ESL and who have IEPs are grouped together in classes for push-in resource room services. Approximately 25 % of the students have Individual Educational Plans (IEP's) and receive related services in speech, counseling, or SETSS.

NMBA is unique in that we offer:

- A supportive school community comprised of administrators, staff, students, parents
- Small, team-based learning community
- Highly developed English Language Arts curriculum that emphasizes reading volume, functional and creative writing skills and student choice
- Highly developed Math intervention program that builds computational skill-mastery and math confidence
- Year-round after-school activities and clubs including: drumming, dance, poetry, crocheting, creative crafts, and ceramics
- *The 100 Book Challenge Reading Program*
- *Participation in Poetry Express – Regional Program*
- Incorporates technology in the content area
- ACHIEVE 3000 for all students
- Baseball and track teams and an extremely popular cooking class
- Collins Writing Program

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		New Millennium Business Academy Middle School								
District:		9	DBN:	09X328	School BEDS Code:		320900010328			
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		87.9	89.8	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment :						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		83.3	90.4	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment :						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		67.4	81.0	69.9			
Grade 6	89	85	59	Students in Temporary Housing - Total Number :						
Grade 7	90	107	95	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	77	84	100		7	13	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number :						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		13	8	4			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	3	1	0	(As of October 31)	2007-08	2008-09	2009-10			
Total	259	277	254		13	8	4			
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	31	42	39	Principal Suspensions	10	17	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	14	16	TBD			
Number all others	13	22	19	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0		
(BESIS Survey)	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0			
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	16	18	19	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	24	25	TBD			
# receiving ESL services only	44	43	42							

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	0	6	13	Number of Administrators and Other Professionals	5	6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	17	18	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	41.7	40.0	TBD
				% more than 5 years teaching anywhere	41.7	40.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	71.0	68.0	TBD
American Indian or Alaska Native	0.8	0.7	0.4		75.0	90.3	TBD
Black or African American	38.6	38.6	37.0				
Hispanic or Latino	58.7	58.5	61.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.4	0.4				
White	0.8	0.7	0.4				
Male	50.6	56.0	56.3				
Female	49.4	44.0	43.7				
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							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	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							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√sh	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√sh	√	-				
Limited English Proficient	√sh	√	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	73.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	6			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:	19			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	40.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	8.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = 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			
KEY: PROGRESS REPORT DATA				◇ = 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							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Of our 217 students, approximately 37 of our students are English Language Learners and 46 of our students are in the Special Education program. Many of these students overlap groups and so have to contend with multiple issues that affect their education. 167 or 63% of our students scored a 2 or lower on the NYS ELA Exam. 151 or 57% of our students scored a 2 or lower on the NYS Math Exam. 50 or 81% of our ELL's scored less than Proficient on the NYSESLAT during the 2009 school year.

After careful scrutiny of our Annual School Report Card, our school data reveals several findings:

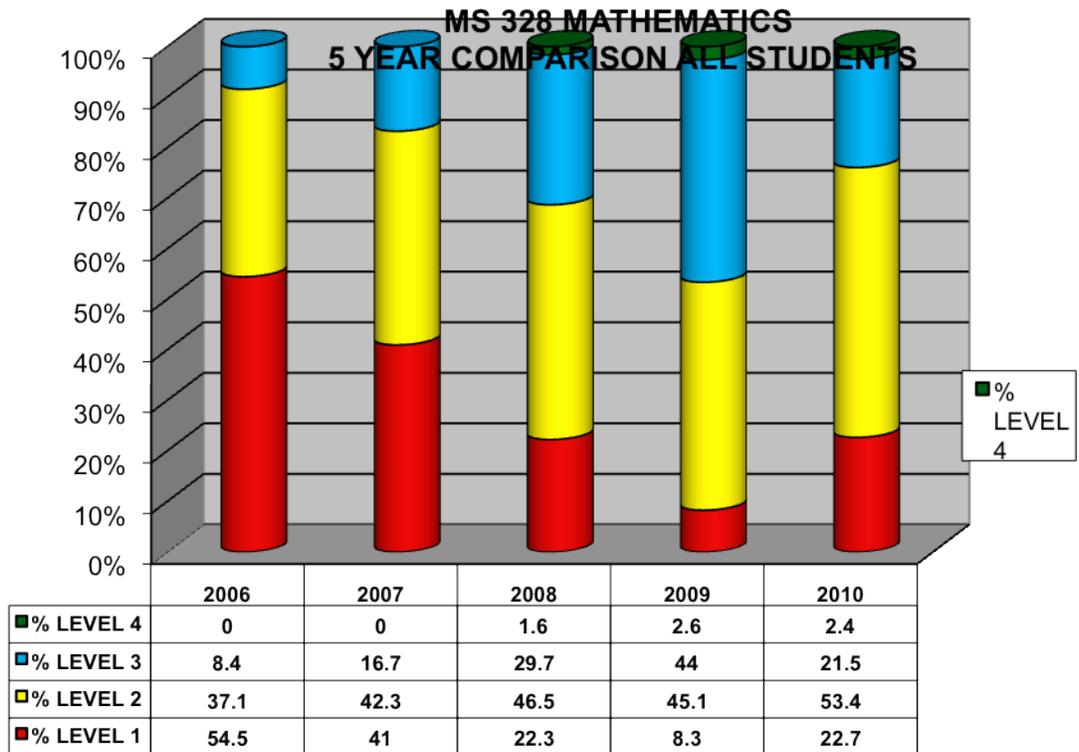
1. Students typically entering this middle school are one or two years above the "on-grade" age. In the upcoming graduating class of 2011, 40 percent of the students have been held over for at least one year. These students, by virtue of having been held over for failure to meet academic standards of a particular grade often present challenges due to gaps in their instruction or learning. Often times these gaps remain intact even after promotion to the next grade.
2. Some of these students are Special Education and English Language Learners. They currently are counted in one of the 12 homeroom classes with 4 of those classes devoted to special education students. In addition they are part of the 17 students in the general education classes receiving SETSS and the 37 students in the general education classes receiving ESL instruction.
3. Special Education and English Language Learners made safe harbor last year on the English Language Arts State Exam and continue to score lower on the state exam than the rest of the population with the same 10 – 45 minute periods in their schedule for ELA. Meanwhile on the Math State Exam students made their AYP but continue to have a 12-17 point lower Performance Index with 8 – 45 minute periods. These students made up 49 percent of the school's population.

Based on these findings we concluded our students who are academically most at risk fall into one or more of the subgroups identified (Students with Disabilities, English Language Learners, and Students who are Holdovers). We found that these students received adequate amounts of whole class instruction but were deficient in the amount small group and individual instruction provided. To address these findings we have determined that the following actions must be taken:

1. Provide targeted individualized intervention for each student identified with academic deficiencies within each subgroup.
2. Create teacher friendly, systematic assessment tools that provide transparent results that measure the growth and learning needs of each student identified with each subgroup.
3. Provide adequate professional development and teacher training in all programs implemented, with the focus primarily on Literacy and Science.
4. Provide current technology, as well as quality, content specific, and student friendly materials that will support each program adequately.
5. Create frequent opportunities to assess implementation and effectiveness all programs implemented through feedback provided by support staff and administration.

I. Student Performance Trends:

Since its inception, NMBA has struggled to achieve adequate student achievement on state performance assessments. In 2005, 9.3 percent of the students met state standards in mathematics and 16.5 in ELA. The following year, the number of students performing at state standards in math decreased to 8.4 percent and ELA performance also decreased to 12.7 percent. During the 2006-2007 school year, student achievement doubled in both math (from 8.4 to 16.7) and ELA (from 12.7 to 27.7). The school celebrated making 112% progress in ELA and was recognized among 10 schools by the Chancellor for having shown the highest progress in ELA city-wide. However, the trend of low student performance on the state assessments identified NMBA as one of the schools furthest away from achieving state standards three consecutive years. The school was thus designated a School In Need of Improvement in both math and ELA during the 2007-2008 school year. Shortly afterwards, the school was designated SURR in Math.



Mathematics School Data 2004 - 2010

Number Tested	Year	%Level 1	%Level 2	%Level 3	%Level 4	Total Meeting state standards
450 TESTED	2004-2005 MATH	51.6	39.1	8.9	0.4	9.3
369 TESTED	2005-2006 MATH	54.5	37.1	8.4	0.0	8.4
293 TESTED	2006-2007 MATH	41.0	42.3	16.7	0.0	16.7
259 TESTED	2007-2008 MATH (Estimated based on NYSTART Report)	21.2	43.6	29.8	1.6	30.4
	2008-2009	8	46	43	3	47
TESTED	2009 – 2010	22.7	53.4	21.5	2.4	23.9

Prior to last year, we have demonstrated steady growth in mathematics. We have simultaneously shown a reduction in our students not meeting the standards, at level one as well as an increase of our students performing at the proficiency levels of three and four.

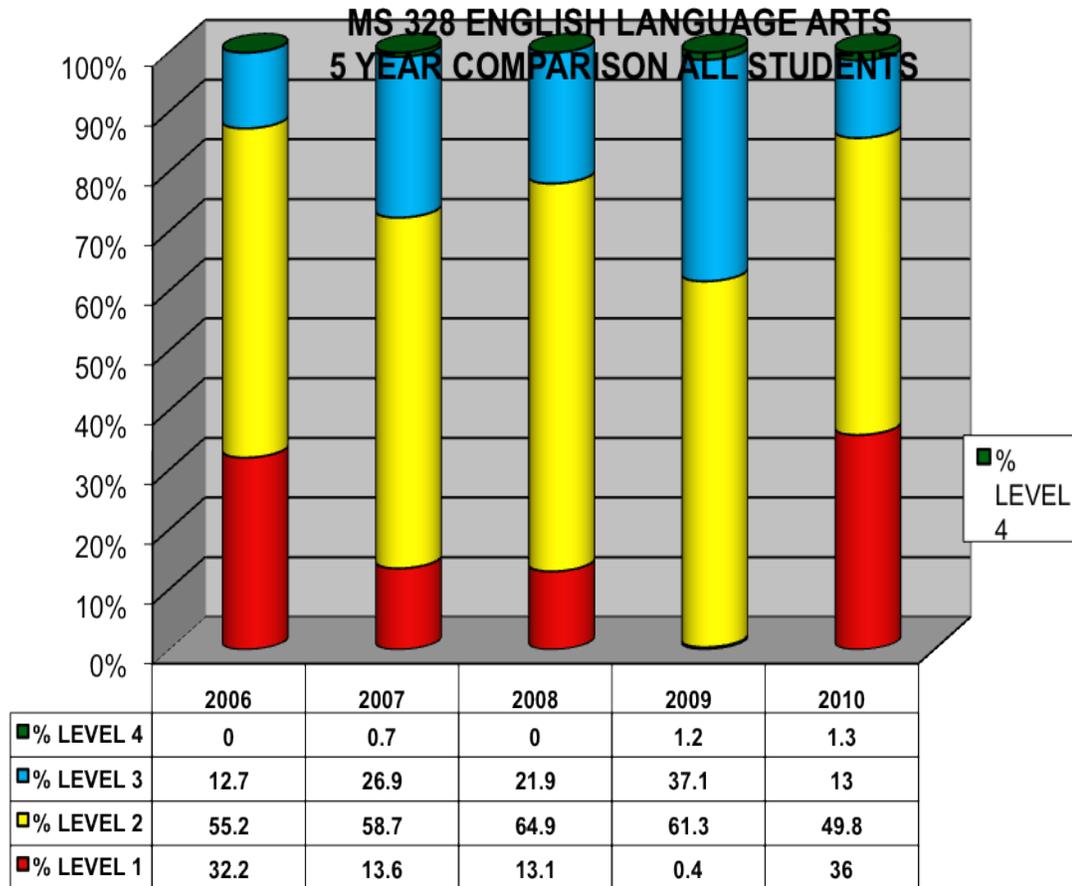
The 2008 school year data indicates that NMBA proficiency levels per grade are relatively in the same range between 40 and 50 percent. The entire school's proficiency levels are at 46%. The breakdown is as follows: For grade 6 there are 45% of our students at the proficiency level. While 46% of our seventh graders are performing at the proficiency level it is slightly less for our eighth graders at 43%

We have shown a steady shrinking in those figures with students not meeting the learning standards in math. Just last year we were at nearly 23% of our entire school who were not meeting the standards. We have reduced that amount by more than half to 8% in 2008. That is a 64.4% decrease in students performing at level one. As for the students partially meeting the standard, at level two, it only appears to be the same from year to year at about 46%. In reality 14% of the 46% performing at level one have shown at least a years growth and moved up at least one level. That is 30% increase in the students moving up a level or more. We have increased the number of our students performing at level 3 from last year to this year by 48.2%. We have increased the number of our students performing at the proficiency level by 46.5%.

Implications for Instruction:

We will commit to several ideals for curriculum and planning:

- Continue to have weekly common planning meetings for at least one period with all math teachers differentiated by grade level and share discourse with best teaching strategies and practices.
- Every teacher will know not just every students performance level, but their scale score as well. Make a determination of how many scale score points each child is away from the next level up.
- Teachers will use state test data and the periodic assessments to look at the specific strands where students are performing below the target range and differentiate according to students' individual needs by strand.
- Differentiate for the students at levels three and four. Devise strategies and a plan to ensure they will make at least a year's growth.



English Language Arts School Data 2004 – 2010

Number Tested	Year	%Level 1	%Level 2	%Level 3	%Level 4	Total Meeting state standards
450 TESTED	2004-2005 ELA	30.1	53.1	15.5	0.9	16.5
339 TESTED	2005-2006 ELA	32.2	55.2	12.7	0.0	12.7
286 TESTED	2006-2007 ELA	13.6	58.7	26.9	0.7	27.6
264 TESTED	2007-2008 ELA (Estimated based on NYSTART Report)	13	65.2	21.7	0.0	21.7
TESTED	2008 – 2009	1	62	36	1	37
TESTED	2009 – 2010	36	49.8	13	1.3	14.3

NMBA saw significant gains in student achievement in ELA during the 2008-2009 school year. The number of students performing at a proficiency level furthest away from state standards was reduced to 2% from 13%, while the number of students meeting state standards increased from 21.5% to approximately 38%. Despite these gains, the trends in state assessment data suggests that the school still struggles with reducing the number of those students who perform at level 2 proficiency. Unfortunately in 2010 we had significant slippage in scores. The bulk of our students scored at Level 1 and 2.

Implications for Instruction:

Hence, much of the school's work for the upcoming school year will be centered around a) increasing the number of students performing on grade level b) significantly reducing the number of students who are approaching grade level standards and c) eliminating the 2% of students performing at a level furthest away from state standards. This will be done through, continued teacher development and practice in differentiation, across all content areas, increasing student exposure to print at their instructional and independent reading levels (via The Achieve 300 Program and The 100 Book Challenge Program) as well as through aggressive targeted intervention for those students furthest away from meeting state standards (with the school-wide adoption of the Inquiry Team Project).

II. Accomplishments:

We have had many accomplishments in past two years. The highlights of these accomplishments include:

- Receiving Lead-Teacher grant and Invested in developing teacher Leaders in ELA and Math departments.
- Creating Grade level teams and developing team leaders to run organized weekly meetings that focus on grade level issues, available data and student achievement.
- The staff members are all stakeholders and involved in decision making and solution planning.
- Increasing technology resources available to staff and students (purchased 3 additional smartboards and 70 additional laptops).
- Remodeling the appearance of the school plant to allow for more effective instruction, management, and culture: New main office, new classroom furniture, vision panels on classroom doors.
- Priority focus on attendance: Increased attendance from 85% to 88.8%.
- Significantly decreasing the number of superintendent and principal's suspensions and effectively creating a safer school climate.
- Initiating a cultural change which prioritizes the needs of the students over that of the adults: The students are the clients; we believe in children and will go the extra mile to assist them. This includes, but is not limited to, homework help before, during, and after school, lunch groups, and weekend incentive trips, various social clubs including dance, ceramics, and arts and crafts.

- Creating a behavior Student Intervention Team which focuses on the social/emotional needs for our “at-risk” students.
- Organization of the Instructional Leadership Team supporting staff in the identification and meeting of individual teacher classroom needs. Instructional Lead team members conduct demonstration lessons and behavior interventions with teachers who are most in need. Instructional Leadership Team provides written and verbal feedback to teachers.
- Implementation 100 Book Challenge across the grades in all ELA classrooms
- Created a Monthly Attendance Award Program.
- Implemented a NMBA afterschool program.
- Renovated the Computer and Science Laboratories and schedule two periods of science lab for each class.
- Implemented Collins Writing instructional program which has resulted in improvements in the quality and quantity of student writing.
- Implemented a math intervention program, TAI (Teacher Assisted Instruction).
- Providing current, researched-based curriculum and training for all teachers of Social Studies.
- Providing weekly Curriculum meetings for all teachers.
- Creating a school News letter, “Millennium Muse” to improve school communication
- Providing an annual Staff Retreat: Retreat held with whole staff focusing on team building, and the creation of a collaborative school mission and vision.
- Revising the school’s mission statement to be better aligned with the essential elements for middle level education.

This year we have implemented or are projecting the implementation of the following:

- Collaborating with SES providers to enhance school instruction with free after school and private tutoring sessions.
- Creating a full time SAVE ROOM Position and School Disciplinary Plan (Behavior conduct sheets monitored, parent conferences, discipline referral form with consequences).
- Buying 5 new Smartboards which have been already installed in the classrooms.
- Each teacher has received a school laptop to be used for lesson planning, ARIS and ACUITY.

III. Most significant Aids or Barriers to the School’s Continuous Improvement:

Parent Involvement:

This year we have made significant strides with building a parental team who is onsite daily. Beyond the core Parent’s Association members, we have been unable to gather many parents to support our school’s endeavors and children. Despite this progress, we still suffer form a lack of overall parental support and participation. We have used phone drives, flyers, raffles, teacher and automated calling systems all in efforts to bridge the gap between home and school.

Student Achievement in Math:

Student achievement in math continues to be a challenge. Last spring, our school was designated SURR as a result of our low performance on the math State exams since the schools inception in 2004. Although we improved the percentage of students scoring at or above State standards by 100 percent in 2007, our scores still placed us in a category of being furthest away from achieving State benchmarks. We have adapted our math curriculum by adding an intervention program to address the math skill deficits our students enter middle school with. In addition, we have partnered with other schools in our network that have implemented successful math intervention programs and have demonstrated high student achievement in mathematics. Our partnership will result in shared professional development and resources including adapting a researched-based math intervention curriculum (CMSP). Finally, we have partnered with three Universities (Columbia, City College, Hostos Community College) and several schools in our network to apply for a grant that will allow us to create a network of support between colleges/universities and public schools. The principal goal of this partnership is to increase the number of African-American and Hispanics students who not only attend college, but who also chose to study, mathematics, and engineering.

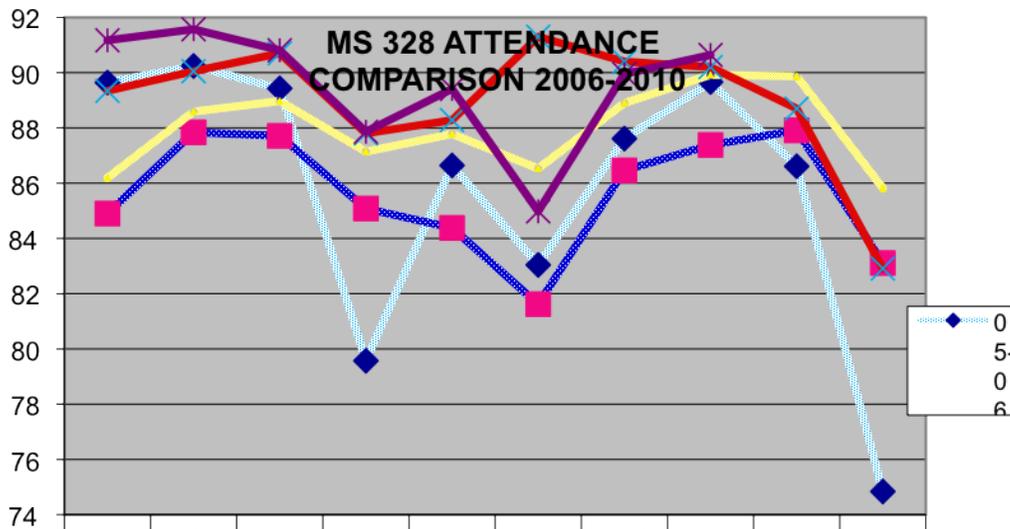
Actualizing School Business Theme:

Since the school's inception, it has struggled to live up to its name. Though the name implies, we have not created a true a "Business Academy: Since 2006, we have created an organized culture of order and discipline, emptied the school of vast amounts of abandoned clutter, purchased new furniture and renovated key areas of the school including the computer lab, main office and class room doors. This year we will continue to build a 21st century school by purchasing additional technology resources and staff development on the use of these resources. NMBA will also identify and recruit a number of partnerships with various business organizations to develop student work internships, provide motivational guest speakers and financial literacy workshops.

Increasing Technology:

The school has purchased more equipment to supplement the existing technology. Technology is for use by the staff and students. We had professional development on the use of technology which included using Smartboards to enhance instruction and student engagement, and designing science web-based inquiry projects. Teachers are expected to create technology plans prior to signing out equipment. Technology will be used to assist students with projects and writing assignments. In order to remedy this situation, a Technology consultant has been hired.

Student Attendance and Punctuality:



	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
05-06	89.64	90.24	89.43	79.57	86.64	83.04	87.61	89.66	86.61	74.84
06-07	84.9	87.84	87.71	85.08	84.38	81.62	86.46	87.38	87.91	83.11
07-08	86.19	88.59	88.97	87.14	87.78	86.53	88.9	89.92	89.87	85.82
08-09	89.34	90.05	90.7	87.8	88.28	91.3	90.4	90.2	88.7	82.91
09-10	91.17	91.57	90.81	87.86	89.41	84.98	89.95	90.64		

Although attendance has increased this year by 3 percent, our overall attendance remains unacceptably lower than 90 percent. This year we hired a consultant through our school support organization (CEI-PEA) to assist with attendance outreach. We also hired a full-time attendance coordinator who called the home of every child on the day that the child was absent. We will continue this work next because it has proved effective. School aides also called parents when students arrived to school late. While we saw an overall increase of 3 percent in student attendance, lateness continued to be a problem. Next year, additional consequences and rewards will be put in place to instill the importance of punctuality and attendance.

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.

Goals 2010-2011

Technology: To increase the utilization and integration of technology in the classroom.

School Environment:

Improve our environment survey in the areas of communication, engagement, safety and respect.

ELA: To improve student writing performance in literacy and across all content areas as demonstrated by the results of the NYS ELA, math and Science Exams, and school-based unit tests.

Data Utilization: Use data (summative and formative) and targeted reading and writing instruction to improve student performance in literacy as demonstrated by the results of the NYS ELA Exam

Mathematics: To increase the utilization of data and technology to improve instruction and student performance in mathematics as demonstrated by the results of the NYS Exam.

ELL: By June 2011, we will develop all of our ELA teachers and at least 50% of our teaching staff to more effectively meet the learning needs of our ELL students in literacy.

Professional Development: Develop teacher capacity to more effectively plan and deliver lesson that demand higher order thinking skills.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the utilization and integration of technology in the classroom.</p> <ul style="list-style-type: none"> ➤ At least 90% of the school’s teaching community will participate in professional development workshops that support the use of technology in the classroom. ➤ At least 90% of teachers will create and implement lesson plans and/or units of study that demonstrate the use of technology by all students.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide labs of at least thirty computers exclusively for use by students from underperforming subgroups in mathematics using the Neufeld Learning Systems</p> <p>Coordinate technology implementation efforts with core learning goals, such as improving students' writing skills, reading comprehension, mathematical reasoning, and problem-solving skills.</p> <p>Collaborate with colleagues to design curricula that involve students in meaningful learning activities in which technology is used for research, data analysis, synthesis, and communication.</p> <p>Ensure that students have equitable access to various technologies (such as presentation software, video production, Web page production, word processing, modeling software, and desktop publishing software) to produce projects that demonstrate what they have learned in particular areas of the curriculum</p> <p>Require teaching staff to Integrate technology into at least one lesson plan every month.</p>

	<p>Maintain computers for media and Internet research to be completed in the computer Provide several fully equipped mobile carts Upgrade and repair wireless internet system</p> <p>Responsible Staff Members: Principal, Technology Team - Ms. Edwards, Mr. Smith, Ms. Nanton, Ms. Rivera in conjunction with Digital Age Learning, ACHIEVE 3000 staff, Neufeld Learning consultant.</p> <p>Implementation Timeline – September 2010- June 2011 through meetings and workshops for staff</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL FSF Title I SWP DINI Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Administrators will monitor</p>

ELA

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student writing performance in literacy and across all content areas as demonstrated by the results of the NYS ELA, math and Science Exams, and school-based unit tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Using last year’s performance data, current ACUITY scores and ongoing assessments we will target our lowest performing students in each class to monitor student progress and create differentiated lessons. ▪ Develop all content area staff to apply research-based reading strategies i.e. <i>Questioning, Inferring, Activating Prior Knowledge, Determining Importance</i>, etc. in their instruction ▪ During the weekly <u>grade-level</u> team meetings, teachers will receive professional development on reading strategies, and during the weekly <u>common planning</u> meetings, ELA teachers will receive additional training on reading strategies. After school PD on reading strategies will be offered to all teachers on a weekly basis. Additionally, PD on reading strategies will be offered to all staff through bi- monthly Lunch and Learns. PD sessions will be conducted by the literacy coach and/or the ELA Lead teacher. ▪ Teachers will be able to experience reading strategy instruction through lab sites and class –inter-visitations on a monthly basis. Additionally, the literacy coach and the ELA lead teacher will conduct demo lessons in both ELA and content area classes on a weekly basis. ▪ All teaching staff will be trained (content area teachers) or further trained (ELA teachers) in the 100 Book Challenge Reading Program. ▪ All teaching staff will be responsible for conducting 100 Book Challenge reading conferences with students during the extended days (three- fifty minute sessions per week) ▪ All teaching staff will be responsible for monitoring the reading progress of either 5 or 10 students via the 100 Book Reading Challenge Program for the extended day sessions. ▪ ELA teachers will conduct small group instruction three times weekly to reinforce

	<p>reading strategy lessons taught during the mini lessons.</p> <p>Responsible Staff Members: Principal, Ms, Rivera , Ms. Collins – Lead Literacy Teacher and Tony Folatico – contact for 100 BC</p> <p>Implementation Timeline – September 2010- June 2011 through meetings, demonstration lessons and workshops for staff</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Fair Student Funding ▪ SINI Grant ▪ Staff training beginning in August ▪ Weekly AIS periods will be scheduled
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Monthly classroom informal observations by administrators to assess teacher’s reading strategy mini lessons ▪ Periodic (quarterly) ELA Acuity assessments of students ▪ 100 Book Challenge quarterly re-leveling of students to assess student reading growth ▪ NLT one year’s reading growth for 100% continuously enrolled students by June 2011

Subject/Area (where relevant):

Data Utilization

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the utilization and integration of technology in the classroom whereby at least 80% of our current teacher staff will demonstrate capacity to use new technology to increase student engagement and achievement across content areas.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">➤ At least 90% of the school community will participate in professional development workshops that support the use of technology in the classroom.▪ At least 90% of teachers will create lesson plans and/or units of study that demonstrate the use of technology by all students.➤ The technology team is comprised of administration, teachers, technology consultant, students and parents that meet once a month.➤ The technology team will be heavily involved in the selection of all relevant software purchased specifically for addressing the academic needs of our student population.➤ Provide labs of at least thirty computers exclusively for use by students from underperforming subgroups in mathematics using the Neufeld Learning Systems➤ Participate in professional development for Achieve 3000, software designed to support differentiated reading instruction.➤ Schedule every class for weekly lab time where they will receive differentiated instruction in reading as well as review key mathematics concepts on par with their mathematics curriculum standards➤ Coordinate technology implementation efforts with core learning goals, such as improving students' writing skills, reading comprehension, mathematical reasoning, and problem-solving skills.➤ Require teaching staff to Integrate technology into at least one lesson plan every month.➤ Revise units of study in all content areas to include the use of technology by students including power point presentations and use of smart boards.▪ Support internet research to be completed on the computer.▪ Teachers will receive professional development on utilizing the five tools provided by New York City's Children First Intensive (ARIS, periodic assessments, quality review, inquiry team, and progress report).▪ The assistant principal, coaches, and data specialist will provide teachers support in collecting, analyzing, and disaggregating data by sub-groups.▪ Periodic Assessments will be administered four times a year in both ELA and Math. Teachers will have the ability to retrieve the data within five days. Teachers will be provided with their own accounts and passwords to access Acuity data. This data will be

	<p>used by teachers to set short-term goals within a six week cycle. It also enables them to evaluate the strategies they have utilized and to modify and revise as needed.</p> <ul style="list-style-type: none"> ▪ Administration will use the Acuity data to measure individual student progress as well as the quality of instructional practice during formal/informal observations, walkthroughs, and individual conferences. ▪ <p>Responsible Staff Members: Principal Bastian, Assistant Principals Nanton, and Ms. Rivera, At least 80% of teaching staff, Mr. Ocasio – Parent Coordinator, Ms. Williams, PA President.</p> <p>Implementation Timeline – September 2010- June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Parent Involvement – Title 1 Funds Title III Title I SWP DINI Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher data binders, staff development plan, grade level and department meetings and agendas, informal and formal lesson observations, school technology plan.</p>

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the utilization of data and technology to improve instruction and student performance in mathematics as demonstrated by the results of the NYS Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 100% of math teachers will participate in focused inquiry teams. • The math inquiry team will implement at least three school-wide instructional strategies that they have studied and measured for success. • Lead by the assistant principal and math lead teacher, the math department will analyze student work, and student item analysis reports to determine skill deficits, and collaborate to develop lessons. • Teachers will work collaboratively to develop hypotheses about instructional strengths and develop action plans to address instructional short-comings. • A targeted student subgroup will be identified by October 2010 • The targeted student group will be closely monitored, receive ongoing support and assessed periodically to measure their learning. • Teachers will keep meticulous records of the collaborative lesson plans and instructional strategies they develop and implement. • Teachers will participate in ongoing classroom inter-visitations and peer-observations. • Teachers will receive professional development on utilizing the five tools provided by New York City’s Children First Intensive (ARIS, periodic assessments, quality review, inquiry team, and progress report). • The assistant principal, lead teachers and data specialist will provide teachers support in collecting, analyzing, and disaggregating data by sub-groups. • Math teachers will administer a pre-assessment based on the post-March standards from the previous year and analyze the results of the item analysis report in order to determine student areas of need. These areas will be targeted for inquiry team study. • Periodic Assessments will be administered four times a year. • Teachers will receive professional development on utilizing • The targeted student subgroup will demonstrate increased student achievement

	<p>in the areas targeted for improvement</p> <ul style="list-style-type: none"> • The assistant principals, lead teachers and data specialist will provide teachers support in collecting, analyzing, and disaggregating data by sub-groups. • Math teachers will administer a pre-assessment based on the post-March standards from the previous year. • Continue to deepen the action-research work of the 2009 -2010 inquiry team to focus on best practices for improving student performance and progress in Math. The inquiry teams will share the results of their action research with the larger teaching staff throughout the school year. <p>Responsible Staff Members: Principal Bastian, Assistant Principal Nanton, Ms. Rivera, Ms. Washington and Ms. Collins and all teachers</p> <p>Implementation Timeline – September 2010- June 2011 through meetings and workshops for staff</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Title I SWP ▪ TL FSF ▪ SINI Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Periodically updated teacher data-binders that will be reviewed by administrative staff ▪ Periodically updated student instructional goals ▪ Student and teacher academic goals ▪ Inquiry team agendas, minutes\logs ▪ Math \weekly quizzes

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal for the 2010-2011 school year will be to reach and possibly exceed the Chancellor’s attendance standard of 90%. Based on our 2009-2010 attendance average this would translate into a 2% gain in overall attendance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - The school will create an attendance team, which will meet on a biweekly basis. This team will be comprised of the following members: the assistant principal, attendance consultant, school aides, attendance teacher, and the parent coordinator. - The attendance consultant will supply technical assistance with regards to attendance policies, procedures and guidelines. - The attendance consultant in conjunction with the school administration will provide on going professional development to all members of the staff with regards to all facets of attendance. - The entire school community will be constantly involved in our overall attendance improvement efforts. The school will initiate a comprehensive attendance improvement initiative for the upcoming school year. - Our target population will be identified via ATS reports and teacher recommendations. The target population will include students whose attendance has fallen below the Chancellor’s standard, excessive lateness and special situations when they arise. - Incentives will be distributed on a monthly basis. Official records of student attendance, RISA, will be included in all report card distribution. The school will develop a comprehensive attendance plan for the 2010 - 2011 school year. This plan will be shared with the entire school community and will cover the steps to be taken to ensure that we reach our goal. <p>Responsible People: Principal Bastian, Assistant Principal Nanton, Ms. Tate – Attendance Coordinator, Harvey Kaplan – Consultant, Mr. Pimentel- Attendance Teacher and Homeroom Teachers</p>

	Implementation Guideline: September 2010 - 2011
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> - TL FSF - SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> - Attendance progress with regards to our goal of improving the attendance rate by at least 2% or more will require a weekly review of a variety of ATS attendance reports. These reports will include, the RDAL, RSAL, RGST, RCUA, and RSA. Additional reports and information will also be utilized in this effort. - The school's attendance plan is considered to be a living document and will be reviewed, revised and adjusted on a continuous basis throughout the school year.

Subject/Area (where relevant): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop teacher capacity across content to target and improve student writing. By June 2011 at least 75% of students will have a proficient student writing portfolio as measured by a NYS standards-based criteria we will have developed.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will have developed and implemented a standards-based school-wide strategies for improving student writing • All content area teachers will maintain student writing folders • At least 75% of our student body will have a proficient, standards-based writing portfolio. • Lead by the literacy department teachers, at least 75% of our staff will participate in an inquiry team study to determine best practices for improving student writing. • Teachers will analyze student baseline writing on an ongoing basis to determine student strengths and areas of need in writing. Teachers will then create an itemized list of skills that must be taught and mastered by students in order to improve student writing across the curriculum and on state assessments. • Working in grade level and department meetings, teachers will analyze the spring 2009 assessment results in ELA, Social studies, Science and part three of the mathematics exam in order to determine student strength and areas in need of improvement. • Teachers will develop a writing portfolio criteria across content areas. • Develop student writing goals and assignments in social studies, science, and math departments. • Provide professional development for all content area teachers in the Collins Writing Program, a program that focuses on specific focused corrections areas in writing. • Students will write individual writing goals in four content areas. • Teachers will develop teacher goals for writing in the four major content areas, outlining how they will support student writing in their instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL FSF • SWP • SINI Grant

Indicators of Interim Progress and/or Accomplishment

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

- Student academic goals
- Teacher Data Binders
- Teacher professional goals
- Grade Team Data Meetings (minutes and agendas)
- Teacher lesson plans
- School Professional Development Plan, agendas and sign in sheets
- Curriculum Team Meetings (minutes and agenda)
- Informal and formal observations
- Student writing portfolios

ELL Instruction

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop teacher capacity to more effectively meet the learning needs of our ELL students in literacy.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By June 2011:</p> <ul style="list-style-type: none"> • At least 50% of teaching staff and 100% of all literacy teachers will participate in professional training in order to build teacher capacity in ELL instructional Methodologies. • 100% of Literacy teachers will demonstrate teacher-responsiveness to ELL learner needs by writing and implementing instructional accommodations in their daily plans. • 100% of our long-term ELL students will be targeted for intervention and tutoring to prepare them to pass the 2010 NYSESSLAT exam • Teachers will monitor the progress of each ELL learner in their classes using the resources and training they will be provided, beginning in September 2010. These include teacher data binders, the school report card, school progress report, and testing data. • Identified targeted teachers will receive professional development on ELL methodologies. • Identified targeted teachers will be trained in the context and format of the NYSESSLAT exam so that they are aware of this measurable tool and how best to prepare students to meet the achievement standards measured by this exam. • 100% of English Language Arts teachers will attend ongoing training in ELL instructional strategies. • 100% of our ELL students will be targeted for intervention and tutoring services designed to increase their performance on the NYSESSLAT exam. • A NYSESSLAT baseline will be administered to all students by November 2009 and individual student goals will be written based upon these results. A midline assessment will follow in April 2011. • Each student identified as an ELL will have an individual learning plan based on their individual goals and consisting of intervention strategies, strengths, supports

	and designated tutor services.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Title III • DINI Grant • SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Teacher Data Binders • Teacher lesson plans • Curriculum Team Data Meetings (minutes and agendas) • Individual student academic goal • Teacher professional goals • Grade Team Data Meetings (minutes and agendas) • School Professional Development Plan, agendas and sign in sheets • Baseline, and midline midline assessments • 2010 - 11 AIS plan • Individual student learning plans • Records from tutoring services

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	45	34	N/A	N/A	15			
7	64	70	N/A	N/A	9			
8	59	75	N/A	N/A	8			
9								
10								
11								
12								

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)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> ▪ Academic Workout- small group; during the school day and after-school ▪ CSR- small group: during the school day and after school ▪ Focus on Fluency- small group- during the school day and after school
Mathematics:	<ul style="list-style-type: none"> ▪ Exemplars- Math performance task. Students work on their problem solving and communication skills. It provides classroom tested, real world problems for instructions. It differentiates instruction and is standards based. It is correlated with the Impact textbook. ▪ Kaplan- New York Math Advantage- A supplemental research based instructional program that introduces students to the content and structure of the New York State Math Exam. It uses a scaffold Instruction approach ▪ Neufeld Learning Systems- Uses a variety of strategies to help students and teachers understand mathematics by using a computer as a teaching tool
Science:	Students will be prepared for the Science exam during Extended Day time three times a week to remediate deficiencies and provide hands-on practice for the exam.
Social Studies:	We hold small group intensive remediation on writing DBQs and answering multiple choice questions.
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor will provide counseling and conflict resolution sessions with the students to meet their social and emotional needs thereby alleviating some of their academic stress.
At-risk Services Provided by the School Psychologist:	The School Psychologist will provide counseling and conflict resolution sessions with the students to meet their social and emotional needs thereby alleviating some of their academic stress.
At-risk Services Provided by the Social Worker:	Partnership with Turnaround for Children will address students on a case-by-case basis to provide intervention and counseling for students.

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010 - 2011) LAP narrative to this CEP.

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

Type of Program: ___ Bilingual ___ ESL ___X_ Both **Number of LEP (ELL) Students Served in 2009 - 2010:** 66
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

We have 37 ESL students throughout our general population, grades 6-8. Most of our ELL's are Spanish native speakers and a small number speak French. Our ELL's are serviced by two certified bilingual teachers and one ESL teacher. Our Bilingual Students receive math instruction accordant with NYS standards and NYC curriculum resources (*Impact Math*) Students receive 10 periods of ELA instruction accordant with the workshop model. Students are expected to produce a writing portfolio comprised of 10 published pieces by the year's end. The bilingual teacher uses independent reading books in Spanish and English.

The ESL teacher analyzes student data (NYSESSLAT) and assesses students annually (LAB-R) to identify them as Beginners, Intermediate or Advanced and pulls students weekly accordant with the number of ESL instruction they are determined to receive. The ESL teacher uses a variety of resources to service students, including the *Milestone* text. The goal each year is to prepare students to sit and pass each part of the NYSESSLAT exam and ultimately transitioned out of ESL.

The school works closely with an ESL consultant provided through its SSO, CEI-PEA. The consultant meets with ESL and bilingual teachers monthly, confers with the principal and assistant principal and supports the school with procuring research-based instructional resources. The school maintains strict adherence to NYS and NYC compliance with the support of the Bronx Integrated Service Center.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. The school offers after school enrichment for all students five days per week. The students participate in sports, dance music and theater arts club. Our ELL students participate in Basketball, baseball and double-dutch clubs. In addition, they participate in Hip-Hop and Latin dance. L

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

We offer a parent orientation seminar at the beginning of each school year, during which we explain the annual assessments and promotion criteria. Parents are invited to attend curriculum nights to review the content of our school curriculum and strategies for home support.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Staff participate in literacy and math professional that address skills to help students become proficient in English. Our Bilingual teachers attend regularly scheduled department meetings for curriculum support in English, Mathematics, and Science weekly. Additionally, our bilingual and ESL teachers attended monthly professional development seminar to support our writing curriculum (*Collins Writing Program*).

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. Other support structures that exist to support ELLs include Saturday academy program designed specifically to support students in passing the NYSESLAT exams. In addition we have bilingual counselors to support our bilingual students.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Language Allocation Policy for MS 328 is attached under separate attachment

Part C: CR Part 154 – Number of Teachers and Support Personnel for

School Building: MS 328 **District 9**

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
1	1					2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___x___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ 9 _____

School Building: **MS 328**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:15 To: 9:00	Subject (Specify)	Subject (Specify) ELL STUDENTS FROM 803	Subject (Specify) ELL STUDENTS FROM 803	Subject (Specify) ELL STUDENTS FROM 601	Subject (Specify)
2	From: 9:00 To: 9:43	Subject (Specify)	Subject (Specify) ELL STUDENTS FROM 603 802	Subject (Specify)	Subject (Specify)	Subject (Specify) ELL STUDENTS FROM 604 804
3	From: 9:43 To: 10:30	Subject (Specify) ELL STUDENTS FROM 701	Subject (Specify) ELL STUDENTS FROM 601 802	Subject (Specify)	Subject (Specify) ELL STUDENTS FROM 603 704	Subject (Specify) ELL STUDENTS FROM 602
4	From: To:	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:16 To: 12:01	Subject (Specify) ELL STUDENTS FROM 601 801 604	Subject (Specify) ELL STUDENTS FROM 701 804	Subject (Specify) ELL STUDENTS FROM 701 603	Subject (Specify) ELL STUDENTS FROM 604 701	Subject (Specify) ELL STUDENTS FROM 702
6	From: 12:01 To: 12:48	Subject (Specify) ELL STUDENTS FROM 702 705	Subject (Specify)	Subject (Specify) ELL STUDENTS FROM 602 604	Subject (Specify)	Subject (Specify) ELL STUDENTS FROM 802
7	From: 12:48 To: 1:33	Subject (Specify) ELL STUDENTS FROM 602	Subject (Specify)	Subject (Specify) ELL STUDENTS FROM 601	Subject (Specify) ELL STUDENTS FROM 602 801	Subject (Specify)
8	From: 1:33 To: 2:20	ELL STUDENTS FROM 601 802 704	Subject (Specify) ELL STUDENTS FROM 702	Subject (Specify) ELL STUDENTS FROM 702 804	Subject (Specify) ELL STUDENTS FROM 803 704	Subject (Specify) ELL STUDENTS FROM 803 704
9	From: 2:20 To: 3:10	Subject (Specify)	Subject (Specify) 6 TH GRADE ELL STUDENTS	Subject (Specify) 6 TH GRADE ELL STUDENTS	Subject (Specify) 6 TH GRADE ELL STUDENTS	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___X___ Beginning ___X___ Intermediate ___X___ Advanced

School District: _____ **9** _____

School Building: **MS 328**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:15 To: 9:00	Subject (Specify) SCI	Subject (Specify) ESL	Subject (Specify) ART	Subject (Specify) SCI	Subject (Specify) MATH
2	From: 9:00 To: 9:43	Subject (Specify) SCI	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) MATH
3	From: 9:43 To: 10:30	Subject (Specify) MATH	Subject (Specify) SCI	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) SCI
4	From: To:	Subject (Specify) Lunch				
5	From: 11:16 To: 12:01	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) NLA	Subject (Specify) NLA	Subject (Specify) NLA
6	From: 12:01 To: 12:48	Subject (Specify) NLA	Subject (Specify) MATH	Subject (Specify) NLA	Subject (Specify) MATH	Subject (Specify) ESL
7	From: 12:48 To: 1:33	Subject (Specify) ESL	Subject (Specify) GYM	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) ESL
8	From: 1:33 To: 2:20	Subject (Specify) ESL	Subject (Specify) NLA	Subject (Specify) MATH	Subject (Specify) ART	Subject (Specify) GYM
9	From: 2:20 To: 3:10	Subject (Specify)	Subject (Specify) AIS	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From To:	Subject (Specify)				

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009 -2010

Form TIII – A (1)(a)

Grade Level(s) 6,7,8 **Number of Students to be Served:** 65 **LEP** 213 **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

We have freestanding ESL program. Students in ESL are taught in English using ESL methodology with native language support that emphasizes English language acquisition. We use a pull-out model whereby advance students receive 180 minutes of ESL services weekly and beginner and intermediate receive 360 minutes of instruction weekly. We service 37 students, all of whom are in are regular education classes. Students also follow the regular city-wide curriculum (Impact) which is written in Spanish. All of our ELL teachers are certified.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All teachers of ELL students attend regularly schedule curriculum meeting by content area. During these meetings ELL teachers are provided with strategies for scaffolding the curriculum to meet the needs of their students. In addition, these staff members meet monthly with our bilingual consultant to review classroom observations made by consultant, and review the utilization of auxiliary curriculum resources used exclusively by our bilingual and ESL teachers to support students with language acquisition. Our bilingual and ESL teachers will all attend Q-TEL training this year. Additionally, they will visit other schools in our network to learn from their developed ELL programs. Finally, our ELL teachers will receive training in all school-wide instructional initiatives, including *Nuefeld Learning*, a computer-based, differentiated math program; *Achieve 3000*, a computer-based differentiated reading program; the *Collins Writing*, that allows for targeted instruction in writing.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		<ol style="list-style-type: none"> 1. Per session for Saturday Academy to prepare students to sit ELA examination. Saturday Academy begins 10-11-08 through 1-10-09. Cost, \$3,233 2. QTEL training for three teachers \$1,500
Purchased services such as curriculum and staff development contracts	6,000	Class room libraries (in Spanish & Spanish) , \$2,500 Audio Library center \$1767 Milestone text books \$4,500
Supplies and materials		
Travel		
Other: Parent Involvement		We will over a series of parent workshops on Saturday's and after school to develop parents so that they are able to better support their children academically, \$1,500
TOTAL	15,000	\$15,000

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The needs assessment for language translation and interpretation developed out the natural demands of the school community. Our School Leadership Team generates a written needs assessment each and circulates it to the staff prior to revision of the C.E.P. We consulted with parents, teachers, staff and administrators and were provided with suggestions for improvement

The major findings of the needs assessment were that we need to translate documents into three languages Spanish and Mandingo and French. These findings were reported at the annual school retreat and at faculty and PTA meetings.

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

The parents of our ELL students require translation in Spanish, Mandingo and French. We have higher need for Spanish translation. The school has hired a bilingual school secretary and parent coordinator to assist with parent communication. The findings that support our conclusion were derived from the home language surveys, parent phone calls and interviews.

Part B: Strategies and Activities

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

1. Most documents are translated into Spanish by sending them to translation@nycdoe.net. So far this has been effective, however in the coming year we plan to utilize this service to translate into Mandingo if it is available.

2. We now have two onsite staff member who can translate for any Spanish speaking visitors in the building (parent coordinator and school secretary).
3. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
When we have to meet with parents who speak another language, we make every effort to set up an appointment in advance so we can have someone from the city's translation department on hand. Additionally, we are building a network of bilingual parents who can assist us.
4. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following
5. At the school entrance a sign will be posted in Spanish indicating that notification about translation service is available in the designated area.
6. link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

8. Enter the anticipated Title I allocation for the school for 2010 -2011 \$188,908
9. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$1,884
10. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$9,445
- 11.
12. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010 -2011 school year 95%
13. If the percentage of high quality teachers during 2010-2011 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.
 - **Two of our science teachers were not highly qualified to teach Science beyond the sixth grade, During the 2007 -2008 school year, one of these teachers was offered accredited professional development to help her earn her masters degree in science. Her course work this year resulted in her earning a “Middle School Generalist Certification in science, grades 5-9, making her a highly qualified science teacher. Next year, our second Science teacher will teach science at the sixth grade level, the level at which she is certified to teach.**
 - **NMBA will continue to offer to pay a portion of its teacher professional development toward appropriate teaching certification. Our goal remains to have 100 percent highly qualified teaching staff.**

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

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

PARENT INVOLVEMENT POLICY
NEW MILLENNIUM BUSINESS ACADEMY – MS 328X
DORALD BASTIAN, PRINCIPAL

Parents and guardians of students attending the new Millennium Business Academy- MS 328 are strongly encouraged to volunteer and become parent leaders, join the School Leadership Team, to visit their children’s classes, attend Literacy and parent workshops (to strengthen their parenting skills, become enabled to better understand the School’s curriculum and its promotional criteria and policies), join the Parent Teacher Association, enroll in ESL and ELL classes in order to assist their children with the curriculum goals and promote comfortable communications. A concerted effort will be put forth by NMBA to implement these policies by doing the following:

- ◆ At the beginning of the school year, host Curriculum Night to welcome new parents, welcome back seasoned parents on curriculum, Department of Education and NMBA policies, the school’s uniform policy and expected student decorum.
- ◆ Promote safety regulations and be as cognizant as possible of infractions.
- ◆ Encourage parents at every opportunity to become active participants in the school life of their children and the school itself.
- ◆ Hold cultural diversity sessions to help staff more effectively interact with our diverse school community.
- ◆ Attempt to send all school-related information in English and Spanish.
- ◆ Via the school Leadership Team (SLT) involve parents of children eligible for Title 1 in the use and disbursement of parent funding.
- ◆ Support the initiatives of the parent coordinator who works to increase parent involvement in the school.
- ◆ Encourage and support the activities of the Parent/Teacher Association.
- ◆ Conduct workshops that inform parents of the current issue that impact their child’s everyday school life, i.e., peer pressure, teens emerging sexuality, gender initiative for the fathers’ involvement in the school life of the children.
- ◆ Hold workshops that provide teacher input, materials and assist the parents in understanding the schoolwork and classroom expectations of the teacher.

- ◆ Guidance Counselor and Parent Coordinator work together to develop a forum to assist parents with the High School Application Process.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-2011 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact



NEW MILLENNIUM BUSINESS ACADEMY

1 000 TELLER AVENUE . BRONX, NEW YORK. 10456

TELE: 718-588-8308

FAX: 718-588-8767

PRINCIPAL

Dorald Bastian

ASSISTANT PRINCIPAL

Willett Nanton

SCHOOL-PARENT COMPACT

MS 328 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high standards.

This School-Parent Compact is in effect during school year **2010-2011**.

School Responsibilities

MS 328 will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

(See grade specific curriculum calendars for the school year including ELA, Math, Social Studies, and Science) This will be reviewed with parents on Curriculum Night in the beginning of the school year.

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Once during the fall term. Once during the Spring term and finally during the end of the school year in late spring. The Principal as well as support staff will consult with the parents association to determine days and times that are convenient for parents and staff members. A copy of the parent section of this compact will be provided to families during the fall parent-teacher conference.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

MS 328 will continue to hold frequent parent-teacher conferences as described above. Teachers will also keep parents informed of their child's progress by way of notes and phone calls home. Teachers will also hold conferences with parents by appointment to discuss student's academic progress.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

The Parent Coordinator will be available Monday-Friday between the hours of 8am-3:30pm to meet with parents with or without an appointment. Additionally, appointments will be made between the parent, Parent Coordinator, and the teacher. Support staff, as well as members of administration will be available during crisis, otherwise appointments will be made at which time the issues will be addressed.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

All parents will be encouraged to be active participants in their children's education. Parents will be given the opportunity to volunteer not only in their child's classroom, but throughout the school building in various capacities. Parents will be encouraged to attend parent meetings and workshops that have been developed based on parent and school needs.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Supporting my child's learning by making education a priority in our home:**
 - *making sure my child reads the required 25 books before the end of the school year*
 - *ensuring that my child attends school everyday and is prepared and ready to learn*
 - *monitoring my child's homework making sure that it is both complete and accurate, providing assistance only when needed.*
 - *Allowing my child to share their daily school activities with me providing positive feedback as necessary.*
 - *Attending parent teacher conferences so I am aware of my child's academic progress.*
 - *Providing an environment conducive to study*
 - *Acting as a volunteer in the school building*
 - *Participating in school activities on a regular basis*
 - *Being aware of and following the rules and regulations of the school*
 - *Supporting the school's discipline policy*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's standards. Specifically, we will:

- *Come to school ready to learn with all the necessary tools of learning*
- *Listen and follow directions*
- *Participate in classroom discussions*

- *Be honest and respect others*
- *Follow the rules and regulations of the school/class*
- *Do our homework everyday*
- *Complete assignments and study for tests*
- *Read at home every night*
- *Ask for help when we don't understand*

Signatures:

School Staff: _____

Parents: _____

Students: _____

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See “Needs Assessment” in this document which begins on page 10

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

(See school-wide goals action plans which begin on page 19 and see Appendix 1 which begins on page 27)

3. Instruction by highly qualified staff.

See Appendix 4, items 4-5 which begins on page 32)

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.

(See school-wide goals action plans which begin on page 19)

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

- a. NMBA is working closely with our Bronx ISC human resource partner to devise and enact a plan to attract high quality, highly qualified teachers to our school. So far we have attended several new-teacher fairs and our human resource partner has arranged for NMBA-specific mini hiring fairs.

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

(See school-wide goals action plans which begin on page 19)

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

N/A

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

▪

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

(See school-wide goals action plans which begin on page 19)

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.

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 IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: SINI – 1 **SURR¹ Phase/Group (If applicable):** SURR Group 15

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
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.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$242,728; 10% of Title I allocation = \$24,272.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Professional Development:

- a. We will develop all staff members to provide academic intervention using researched-based math intervention programs
- b. Staff members will attend Q-Tel, Looking at Student Work, Exemplars (Math) and Smartboard workshops to enhance delivery of instruction.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - School based teacher mentors will be selected and trained by office of new teacher development.
 - Lead teachers, program consultants will support new teachers beginning Summer 2010 prior to opening of the 2010-2011 school year.
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 be notified by September 2010. The letter will be available in English and Spanish and mailed home. A second copy will be distributed to students.

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: _____ **SURR² Phase/Group (If applicable):** _____

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

3. 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.
4. 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.

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

4. 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.
5. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
6. 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.

School Under Registration Review (SURR)

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

In following the Chancellor's Regulation A-780, we will provide for the needs of our students in temporary housing by using the following guidelines:

- Display in prominent location posters that set forth the basic rights of homeless children and provide information about the STH Liaison.
- Assure that when school staff become aware of any student who is or may be homeless, or needs assistance, that they contact the STH Liaison.
- The school will have information sheets (McKinney-Vento Act Guide for Parents) that set forth the basic rights of homeless students. This information can be obtained by contacting the Parent Coordinator.
- Family Assistants also shall provide the McKinney-Vento Act Guide for parents to parents in homeless shelters.
- Residency Questionnaire Form will be distributed to every student, and asked that the residency questionnaire be completed by the parent in order to determine services the student may be eligible to receive under the McKinney-Vento Act. In all subsequent years, schools must provide and request the completion of the residency questionnaire to all newly enrolled students and students who change their addresses during the school year. Schools enter the information that a student is homeless into ATS in the student bio page and update accordingly.

We will be responsible to notify parents of the following guidelines:

Selection of Schools:

A homeless student for whom the NYC school district is the designated school district is designated school district to attend the following guidelines:

Homeless students follow the same procedures as all NYC students when there is no zoned school in their school district as outlined in Chancellor's Regulation A-101.

The choice about where the child will attend school, that is, whether or not a homeless student will change schools or remain in their school of origin, shall be made on the basis of the "best interest" of the student. To the extent feasible, a student will change schools or remain in their school of origin, unless this is contrary to the wishes of the student's parent. Among the factors to consider in making best interests determination are: the age of the student, the distance the student would have to commute to school, student safety issues, the student's need for special education, and the time remaining in the school year.

For parents of a student with a disability who is recommended for special class or CTT or District 75 who wish to transfer to a school of current location, the transfer school will be determined by the Office of Student Enrollment or the Committee on Special Education, where applicable. For all students recommended for District 75 programs, the school will be determined by the District 75 placement office.

A student who becomes homeless has a right to transfer to and enroll in another public school for which he/she meets the school eligibility criteria and according to the DOE regulations. Homeless students are not required to demonstrate a travel or other hardship before transferring to and enrolling in another school.

The choice about whether or not a student should remain in the school of origin or change schools shall be available each time a student moves to a different temporary housing arrangement.

In selecting a school, homeless students should be encouraged to remain in their school of origin to the extent feasible, unless the parent elects not to, or in the case of an unaccompanied youth, the student elects not to.

Regular attendance of homeless children is of paramount importance, and the school must make every effort to ensure regular attendance. If a student has sporadic attendance, the school must contact the parent and the Family Assistant and/or STH liaison to identify services that may be needed or whether alternative schooling arrangements should be arranged.

Students who do not transfer into a school of current location are to be provided with assistance to maintain continuity of education at their school of origin. Transportation must also be arranged by Family Assistants or the STH Liaison.

Enrollment Assistance:

Family Assistants shall assist parents in enrolling students in school in coordination with and in accordance with the procedures of the Office of Student Enrollment. Homeless students, including students with disabilities, may be referred to the Borough Enrollment Office for school enrollment or transfer purposes.

Enrollment in school may not be delayed or denied due to the lack of any documentation normally required for enrollment, including: proof of residency; transcripts/ school records; immunization or other health records; birth certificates. Family assistants and school staffs are required to assist parents or unaccompanied youth in obtaining such documents. If immunization records cannot be obtained, the parent, in consultation with the STH liaison, should be referred to a walk-in immunization clinic for assistance.

Children must be admitted to school while proof of birth, immunization, and other school records are being located and/or verified.

Pre-Kindergarten Children must be placed in pre-kindergarten classes if these services are available to permanently housed children in the district and if there space, in accordance with the same procedures followed for permanently housed children in the district and if there is space, in accordance with the same procedures followed for permanently housed children. If there are no pre-kindergarten classes in the district, every effort should be made to find appropriate placement for the children whose parents request pre-kindergarten classes. Pre-kindergarten students in temporary housing are entitled to transportation.

In following Chancellor's Regulation A-810, students residing in temporary are eligible to receive free school meals.

Transportation:

All homeless students, including students receiving special education services, in grades Pre-K-12 who have been placed in temporary housing are exempt from age and distance requirements are eligible for free transportation as long as they are homeless students.

For homeless students in shelters, the Family Assistants and/or STH Liaison will coordinate with the Office of Pupil Transportation to determine if a yellow bus route is available for a student who does not need specialized transportation to travel to/from school. If yellow bus transportation has not been arranged for a homeless student, school staff should consult with the Family Assistant and/or STH Liaison for assistance.

Yellow Contract Bus Service will be provided to homeless students, grades K-6, whenever an appropriate route exists to provide such service. If yellow bus transportation is not available or appropriate, homeless students are eligible for a full-fare metro-card without regard to their age or the distance from their temporary housing accommodations to school.

Pre-Kindergarten students are also entitled to transportation and will receive Metro-card only.

Parents of homeless students in grades Pre-K-6 who receive a Metro-card to travel to/from school are eligible for 14-day Metro-cards in order to accompany their children to/from school. Family Assistants and STH Liaison will provide 14-day Metro-cards to parents upon request as warranted.

If the student is registering in a new school and the IEP recommends special transportation, the Special Education Placement Officer will contact OPT for transportation arrangements. If the student changes his/her address and remains in the same school, the school is responsible for updating the students' new residence in ATS. Once the change is in ATS, OPT will arrange the new bus route within 5 business days. The STH liaison will coordinate with OPT for the arrangements of the new bus route.

Services for Families as they move into permanent housing: family assistants will also meet families residing in a Department of Homeless Services shelters, prior to their moving into permanent housing, to ensure a smooth transition. Temporarily housed families not residing in DHS shelters that need assistance as they move permanent housing, should contact the STH liaison in their borough. Parents will be informed that their children have the right to stay in their current schools through the terminal grade. In regard to transportation, when when homeless students become permanently housed, they are subject to the same eligibility rules as non-homeless student as set forth in Chancellor's Regulation A-801.

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

School Name:	New Millennium Business Academy Middle School					
District:	9	DBN:	09X328	School	320900010328	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.9	89.8	89.8
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	85	59	51				
Grade 7	107	95	69				
Grade 8	84	100	89				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	0	0				
Total	277	254	209				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	83.3	90.4	82.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	67.4	69.9	69.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	7	13	27

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	13	8	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	39	30	Principal Suspensions	10	17	26
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	14	16	11
Number all others	22	19	20				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	18	19	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	43	42	TBD	Number of Teachers	24	25	24
# ELLs with IEPs	6	13	TBD	Number of Administrators and Other Professionals	5	6	5

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	1	5

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
	17	18	35	% fully licensed & permanently assigned to this school	100.0	100.0	85.7
				% more than 2 years teaching in this school	41.7	40.0	58.3
				% more than 5 years teaching anywhere	41.7	40.0	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	68.0	79.2
American Indian or Alaska Native	0.7	0.4	1.0	% core classes taught by "highly qualified" teachers	75.0	90.3	79.5
Black or African American	38.6	37.0	37.8				
Hispanic or Latino	58.5	61.0	60.3				
Asian or Native Hawaiian/Other Pacific	1.4	0.4	0.5				
White	0.7	0.4	0.5				
Male	56.0	56.3	55.5				
Female	44.0	43.7	44.5				

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

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-	-			
Black or African American	v	v	-			
Hispanic or Latino	vsh	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial			-			
Students with Disabilities	vsh	v	-			
Limited English Proficient	vsh	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	38.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	5.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	25.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	2.5					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
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

**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 534	District 9	School Number 328	School Name New Millennium Busin
Principal Dorald Bastian		Assistant Principal Ms. Nanton, Ms. Rivera	
Coach Sophia Collins		Coach type here	
Teacher/Subject Area Edris Greene/SETTS		Guidance Counselor Doretta Cole	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Steven Ocasio	
Related Service Provider Zef Bushi		Other type here	
Network Leader Ben Waxman		Other type here	

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

C. School Demographics

Total Number of Students in School	210	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	17.62%
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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.

1. Upon registration to our school, ELLs are identified first by the Home Language Survey. The Survey is used to determine whether a student will be given the LAB-R. The Lab-R is administered by the ESL teacher within the first month of school. The results of this exam determine ELL eligibility. Mandated instructional time of ESL is then based on the students' scores in a proportionate rate with the LAB-R scores and/or the proficiency levels as revealed by the NYSESLAT exam.

2. In our school we ensure that parents are informed about the ELL programs that we provide. We introduce the ESL teacher at the registration process so they help translate for the parents of the newcomers and at the same time explain the programs that their child will be using. After reviewing the Parent Survey and Program Selection we notice that most newcomers choose bilingual and SIFE students choose ESL. We make sure that the programs that we offer are aligned to the parent requests. After the school year has started, the Principal holds meetings/workshops with ELL parents to further explain our services and encourage our parents to take advantage of tutoring services to further enable their children to gain proficiency in English. Finally, entitlement letters are sent to all those students who were identified. As well, ELL students are specifically encouraged to enroll in an SES program for more individualized help with language and academic acquisition.

The Language Allocation Policy Team at New Millennium Business Academy MS 328 consists of the principal, the Assistant Principal and Mr. Bushi, a certified ESL teacher who has also been trained by QTEL. He services the entire ELL population through a pull-out/push-in program. Three other teachers also provide additional academic intervention services through targeted English instruction for certain designated students..

Demographics

At New Millennium Business Academy, MS 328, 37 students are currently designated as our English Language Learners. Since we are a small learning community, to have 18% of our learning community as ELLs greatly affects our scores and instructional methodology.

There are 37 ELLs in our ESL program.

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 #
Transitional														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1	2	1					4
Total	0	0	0	0	0	0	1	2	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	20

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		2			1	1				0
Dual Language										0
ESL	6				11	3	20		1	26
Total	6	2	0	0	12	4	20	0	1	26

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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							6	15	13					34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								2						2
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	17	13	0	0	0	0	36

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.

1. At MS 328, our model combines a push-in and pull-out program. Our pull-out program brings together groups of students of similar acquisition levels to receive English-acquisition focused instruction. The content matter chosen.

2. We make sure that the mandated instructional minutes are provided according to the proficiency levels. The ESL teacher has the program and the schedule ensuring the mandated minutes. The mainstream students are pulled out from ELA, SS, Science and Art. In Math, the ESL teacher mostly pushes in. When pulled out from ELA, we make sure that ESL strategies are used to understand the ELA requirements. When pulled out from content area, we pay attention to vocabulary development. We use the ESL strategies to teach ELA. The most emphasis in terms of time is provided to the newly arrived ELLs but the most

3. At MS 328 the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally the Science teacher provides multiple opportunities for discussion and comprehension development based on experiments conducted in class with readily available opportunities for students to analyze data, learn the scientific experiment method and build on their content vocabulary and writing across the curricula. Mainstreamed ELL students are taught English via the same methodologies and modes of instruction focused on reading strategies and meeting reading benchmark indicators across a continuum.

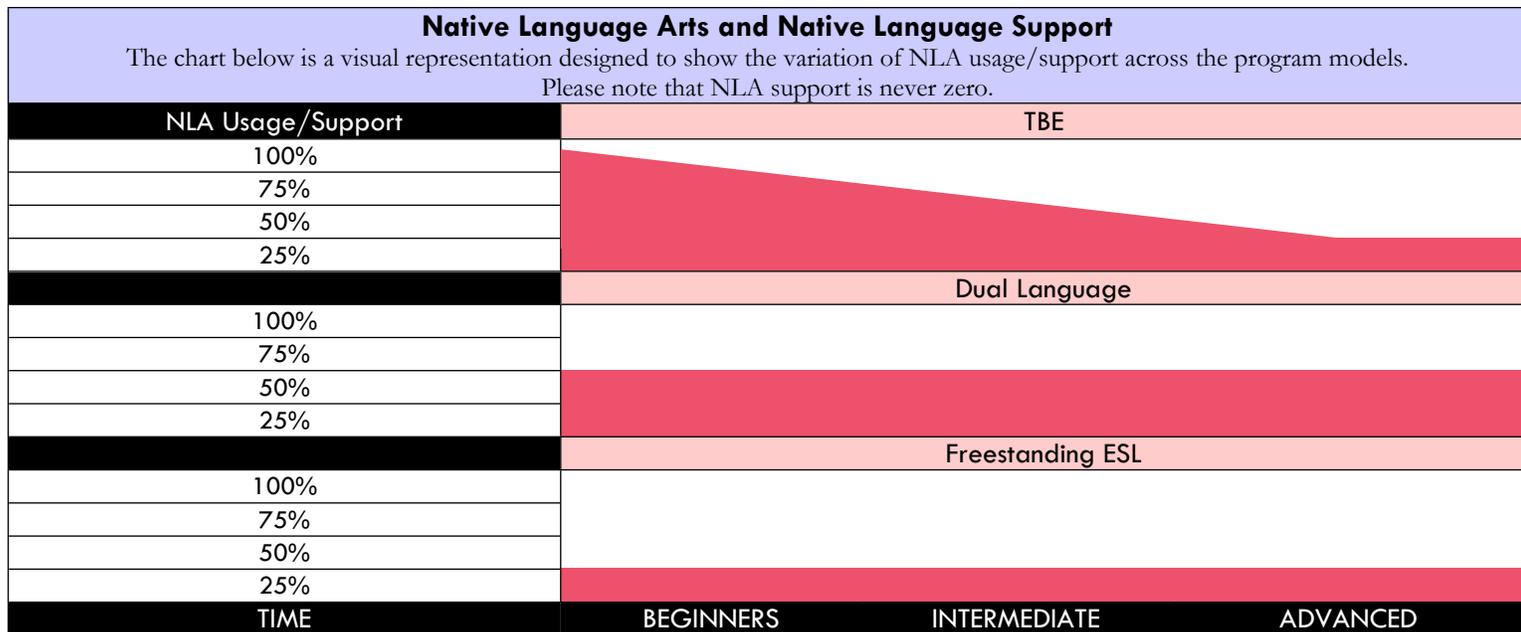
As we identify our needs for our varying levels of ELLs they are grouped together for ESL periods and AIS additional periods for targeted instruction. For example our SIFE and NEWCOMER students are encouraged to participate in all afterschool and Saturday Academies to provide ample opportunities which extend beyond the schoolday to be exposed to English through meaningful and engaging activities. The

SIFE and NEWCOMERS receive more hours of ESL services from our ESL provider who focus on test sophistication by constantly exposing those students to test-like passages and comprehension development. The students read passages, deconstructing the language and meaning from the text in order to make meaning and build familiarity with how to use reading strategies to answer test comprehension question. The 7 Keys to Compehension are constantly are scaffolded into the lessons to ensure that the student are comprehending on a higher level.

4. As part of making the learning more comprehensible for our students all of our teachers have been trained in the following techniques: Use gestures and body language to help illustrate language. Speak clearly and pause often. Using repetition of key phrases and teaching students how to restate key ideas in their own words. Teachers are encouraged to write new vocabulary and key ideas on the board for those who especially need the audio-visual connection. The teachers frequently stop throughout their lessons to check comprehension and ensure learning throughout the lesson allowing students to ask questions and repair any breakdowns in meaning.

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

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



B. Programming and Scheduling Information--Continued

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?

5. Reading Recovery(English) - this allows the ELL student more time to read and an opportunity to be conferenced with one-to-one with more frequency using the 100 Book Challenge Program. In Math, the students are given access to Math technology to further enhance their Math skills via visual -auditory learning. During technology time, these students have access to an ESL url with comprehension questions . In the content areas beg elle levels receive a lot of modeling, graphic organizers and multi sensory

Rosetta Stone - We will now offer Rosetta Stone to both the parents and the students to

6. Transitional support is highly dependent on the teachers differentiating instruction to our ELLs through content-based instruction. Knowing the ELL is not equipped language-wise to fulfill all writing and reading assignments at the grade-level, the teachers will provide alternative activities and project requirements to reinforce langauuge skills but still help the student to master the content at that grade level. The students are encouraged to read the information in their Native Language when confused by terminology in English. They can therefore, translate the knowledge of the content into the new language and have an understanding of the content plus the new vocabulary will have more meaning.

7. Due to the loss of our Native Language support personnel, we have acquired a site license for Rosetta stone. The students will be able to not only learn English but also can utilize the program in Spanish to enhance their fluency within their native language as well. Achieve 3000 also offers Spanish comprehension.

8. This year we discontinued our Bilingual program as we (1) did not have enough of a Spanish speaking population (2) do not have the space for an additional class (3) had to excess teachers including our Bilingual teacher and Foreign Language teacher. Additionally, our students used to receive Spanish as a Foreign Language but for Spanish speaking ELLs it was a means of Native Language support. Now that we no longer have a Spanish teacher on staff due to budget cuts, the Spanish speaking ELLs no longer have an opportunity to receive instruction and enrichment in Spanish.

9. SES programs are offered to all of our stduents at large. Parents are given the opportunity to assess the programs and choose one for their child. There is actually an effort made to ensure that all rpgram materials are sent in both Spanish and English to keep all parents

informed.

10. We have many instructional materials which support ELLs such as; usage of the SmartBoard, textbooks, leveled readers, laptops with Achieve 3000, the MyAccess Program to improve writing,

11. Our ESL program allows for Native Language Support through the use of the Rosetta Program and bilingual dictionaries. Conversations are had to help the students transfer knowledge in their native language to English.

12. All required services support the ELL at grade level as the teachers plan the curriculum together and meet as both grade and content cohorts to plan instruction together.

13. Newly enrolled ELL students are matched with a buddy who is fluent in both the Native language of the child and English. This allows the child a transitional period wherein lesson directions can be translated and any miscommunications can be resolved to allow the student the ability to acclimate to a fully English-speaking environment. As well, students are provided a dictionary for transition from their language to English and reverse. Every effort is made to incorporate the student in all activities, especially extracurriculars in order to help the student acquire the second language at an increased rate.

14. Language electives are offered through subjects such as Theater Arts, with a concentration on oratorical and written English skills, Computer Based Math, which focus on financial literacy and

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)?

NOT APPLICABLE.

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.

1. As part of our Professional Development Plan about 90% of our staff has been trained in SIOP instructional techniques.

2. We buy resources, provide instructional training, and have offered workshops in Literacy to promote the English language learners' language acquisition. Our program consultants are directed to explain how their programs can be amended for the ELL population. We are cognizant of the interest level of the students and buy high interest books with low levels of difficulty to build the students' interest in reading in English and provide the necessary tools for reading comprehension.

3. The teachers have received on-site training through workshops with our Network Liaison for ELLs, Rosemary Caban. She has held workshops onlooking at the ELL data, teaching using various ELL strategies inclusive of CALS and SIOP models. Additionally our teachers took advantage of Saturday workshops, for which they were paid per session to learn the SIOP model.

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?

1. All parents are invited to take part in our school learning environment. We notify parents of events and activities via flyers, poster and phone messages. We have an active Parents' Association which interact with the students, administrators and help to coordinate school events. With the parents we have had barbeques, trips, dances and educational workshops.
2. The parent coordinator, Mr. Ocasio does reach out to several organizations throughout the year to conduct workshops on topics such as banking, parenting, getting into high school, literac and welfare.
3. The Parents' Association serves as the voice of the parents at large and through their meetings bring feedback, suggestions and questions back to the Principal. Since the parents are also on the School Leadership Team, they have input in deciding what the parents need to know and could use extra support in.
4. Through Leadership Team meetings and Parents' Association meetings, parents are able to suggest their needs and we then tailor our workshops and activities to suit their desires. For example since we need the Parents to support the Reading initiative in our school, they need to understand the 100 Book Challenge Program. We have paid for our trainer to hold a two hour workshop with the parents to promote literacy in our school and bridge the gap between school and home.

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						-0	2	2					4
Intermediate(I)							1	5	10					16
Advanced (A)							5	10	2					17
Total	0	0	0	0	0	0	6	17	14	0	0	0	0	37

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	1	0				
	I							1	2	1				
	A							3	3	4				
	P							1	11	8				
READING/ WRITING	B							0	3	1				
	I							1	4	9				
	A							3	10	3				
	P							1	0	0				

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
7	9	6			15
8	10	3			13
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		4		1		1		6
7	6		11		0		0		17
8	2		10		0		0		12
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	22		3		7		1		33
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	10		12		7		3		32
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				
Math				
Math				
Biology				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. ELL students are assessed on the basis of several assessment tools. For Reading students are leveled in the 100 Book

however continue to struggle with the reading and Writing portion. The ELL periodic assessment exams taken twice throughout the year are used as another barometer to gauge the students formal language acquisition through comprehension.

3/4. A. When we look at the LAB-R and NYSESLAT data we noticed that most of the ESL and Bilingual students after two to three years of service are able to pass the listening and speaking but they continue to have a hard time passing reading and writing. Thus, our focus of instruction is reading and writing.

According to the ELA, Math, Science and Social Studies test results we see that the majority of newcomers perform in level one and a few in level two. The intermediate and advanced students have scored at level two and three. We make sure that the Interim assessment grades are used as periodic measures of comprehension development and growth or as indicators of areas of targeted deficiencies to be reviewed through instruction.

c. The Interim Assessments help the ELL students to get familiar with the real ELA test and it also helps the teacher to focus their instruction on target areas. We effectively use the NLA as a strong component to help the ELL students transfer language skills into English. Students are encouraged to

5. Not applicable.

6. Our success with our ELLs is clearly outlined by the subgroup data made available to us by the Math and Literacy Standardized Exams.

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

Part VI: LAP Assurances

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

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

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.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwi Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² 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	X			188,908	x	Pages: 20 – 21; 24 – 25; 26 – 27, 30; 32 – 33; 47
Title I, Part A (ARRA)	Federal	X			61,845	x	Pages: 20 – 21; 24 – 25; 26 – 27, 30;

¹ **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.

² **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.

							32 – 33; 47
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			15000	x	Yes Pages: 24 – 25; 32 – 33; 43 – 44;
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local	x			1,105,411	x	Pages: 20 – 21; 26 – 27; 28 – 29; 30