



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME: NEW MILLENNIUM BUSINESS ACADEMY\ MS328**

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DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X328

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SUPERINTENDENT: DOLORES ESPOSITO

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**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Dorald Bastian	*Principal or Designee	
Michele Sbano	*UFT Chapter Leader or Designee	
Tiffany Porter	*PA/PTA President or Designated Co-President	
	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	
Aiesha Edwards	Member/Chairperson	
Sophia Collins	Member/Teacher	
Christina Vickers	Member/Scribe	
Loribel Maldonado	Member/Parent	
Denise Abadia	Member/ Parent	
Raymond Rodriguez	Member/ Parent	
Linnette Straw	Member/ Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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.

By June 2012:

- 100% of all core content area teachers will participate in goal setting meeting at least 3 times a year with students in order to identify each student's writing strengths and weaknesses and set appropriate targets for student achievement on upcoming interim and summative assessments.
- 100% of Math, ELA, Science and Social Studies teachers will participate in PD training to develop their capacity in the Santa Cruz model for looking at student work together
- 100% of teachers will participate in professional development in the new writing common core standards in order to better understand and meet the specific needs of all students.

### **Comprehensive needs assessment**

- This goal was set after analysis of several different sets of data. Beginning in Spetember, 2011 writing baselines were administered to all students in ELA. These baselines were carefully analyzed by a Team of teachers from the ELA department using the "Santa Cruz Protocol for Looking at Student Work Together." A comprehensive list of students' skill deficits were identified and share with the whole staff. An action plan was then created to include writing in all content areas. In October, 2011 we again analyzed student writing in all content areas to determine skill deficits and instructional strategies that each content areas teacher would target in six-week cycles. The entire school staff analyzed writing samples from each of the core subjects as well as data from ARIS and Scantron. Of the seven writing traits that we identified, we determined that three areas (organization, sentence fluency and writing conventions) should be prioritized for targeted interventions and instructional focus.

### **Instructional strategies/activities**

The target population for this goal encompasses all of the subgroups represented in the school: General Education, Special Education, and ELL from grades 6-8. Listed below are the different strategies the school will implement in order to achieve its goal. The school will begin implementing the strategies in September 2011 and will continue to utilize the strategies until June 2012.

- Student and parents will receive periodic progress assessment data in writing from their teachers.
- Student goals will be written, revisited, and revised before each new marking period with their ELA teachers.
- Teachers' skills, knowledge, and understanding of the collection and utilization of data to improve instruction will be discussed during our weekly curriculum and team planning meetings and during teacher goal setting meetings. The conversation will be held between the lead instructor, teachers and designated department head. All new staff members will be trained by their lead teacher or department head to utilize the Santa Cruz Model for analyzing student work beginning in September 2011. Teachers will analyze student work on a 6-10 week cycle.
- All content core area teachers will assign, standards-based extended writing assignments at least once monthly to support student-writing achievement.
- Teachers will meet during common planning sessions to analyze student work together and to set new targets for writing achievement. Teachers will also determine the best assessment to use to evaluate the effectiveness of the strategies being taught to improve students skills.
- The assistant principal and data specialist will provide differentiated teacher support in collecting, analyzing, and disaggregating data by sub-groups.
- Teachers will assist students as homework tutors to help students build writing stamina and disciplined work habits either during after school programs,

Saturday Academy or during the school day at a time designated by the teacher according to when they are available during their schedule.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development in the new writing common core standards in order to better understand and meet the specific needs of all students.
- Math, ELA, Science and Social Studies teachers will participate in PD training to develop their capacity in the Santa Cruz model for looking at student work together
- Teachers will participate in PD training to develop their capacity to utilize technology and media to teach and assess student skills.

**Service and program coordination**

- The SES Providers Academic Advantage and Brainfuse are coordinating our afterschool program and Saturday Academy to support student skills using online programs and providing an opportunity for one-on-one tutoring between teachers and students. The school is also implementing an ELL enrichment program on Saturdays designed to engage ELL students in the four elements of language: Reading, Listening, Speaking and Writing.

**Budget and resources alignment**

TLFSF, CFE, ADIP, TLIEP, ARRADTTT, Title III, TL NYSTL, TITLE I SWP, LTG61, TL Lead Teacher, TL CFN, TL MSTF

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- To improve student performance in literacy as demonstrated by the results of the NYS ELA Exam

By June 2012:

- We will increase the number of students performing at level 3 and 4 by 5 percent
- In ELA, 8 percent of students performing at level 1, will increase their performance and perform at level 2

Subgroups:

-ELL 8 percent of students performing at level 1 will increase their performance and perform at level 2

-Special Education: 8 percent of students who performed at level 1 will increase their performance and perform at level 2

- 100% of ELA teachers will participate in goal setting meetings 3 times a year with students in order to identify each student's strengths and weaknesses and set appropriate targets for student achievement on upcoming interim and summative assessments.
- 100% of teachers will participate in professional development in differentiated instruction in order to meet the specific needs of all students.

#### **Comprehensive needs assessment**

- This goal was set after analysis of several different sets of data. The school staff analyzed Unit test scores in ELA as well as data from ARIS, Scantron Performance Series (administered at the start of the school year), and ITAs (administered in November, 2011). Teachers then determined which CCSS literary standards our students were struggling to accomplish, based upon item analysis from the data listed above. In addition, the current reading level of all students were assessed. We saw that approximately 75 percent of students are currently reading at least one year below their grade level. Further and more granular analysis revealed that among the percentage of students reading below grade level, the majority of our students struggle with determining author's purpose, intended audience and inference in non-fiction text at their grade level.

#### **Instructional strategies/activities**

The target population for this goal encompasses all of the subgroups represented in the school: General Education, Special Education, and ELL from grades 6-8. Listed below are the different strategies the school will implement in order to achieve its goal. The school will begin implementing the strategies in September 2011 and will continue to utilize the strategies until June 2012.

- September –November: 100 percent of ELA teacher will receive on site (in class) PD on conducting an effective reading conference and maintaining accurate student achievement data (running records) to monitor student progress.
- All students will receive additional reading diagnostic using Scantron assessment series
- 100 percent of teachers will be trained to navigate the Scantron Performance series including how to interpret student performance data to plan for differentiated instruction.
- Student and parents will receive periodic progress assessment data.
- Student goals will be written, revisited, and revised during each new marking period.
- Teachers' skills, knowledge, and understanding of the collection and utilization of data to improve instruction will be discussed during our weekly curriculum and team planning meetings and during teacher goal setting meetings.
- Teachers will be given a data binder that includes the following: the school report card, school progress report, quality review, school surveys, testing data, and school –wide goals for the 2009-2010 school year. This will be distributed and reviewed with all staff members during September professional development.
- 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 and data specialist will provide teachers' support in collecting, analyzing, and disaggregating data by sub-groups.
- English Language Arts teachers will administer diagnostic and ongoing reading assessments to all students to determine their reading levels. This information will be included in student and teacher data binders.
- Periodic Assessments will be administered four times a year in ELA. 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. It also enables them to evaluate the strategies they have utilized and to modify and revise as needed.
- All ELA teachers will be developed in performing reading conferences using differentiated reading conference strategies.
- All teachers will assist students as homework tutors to help students build reading stamina and disciplined study habits.
- 100 percent of ELA teachers will be trained to use IRLA, an ongoing reading assessment that is aligned with the national core reading standards.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development in the new literacy common core standards in order to better understand and meet the specific needs of all students.
- Math teachers will participate in PD training to develop their capacity in the Santa Cruz model for looking at student work together
- Teachers will participate in PD training to develop their capacity to utilize technology and media to teach and assess student skills.

**Service and program coordination**

- The SES Providers Academic Advantage and Brainfuse are coordinating our afterschool program and Saturday Academy to support student skills using online programs and providing an opportunity for one-on-one tutoring between teachers and students. The school is also providing AIS services to certain ELL students. The students will receive instruction in the Wilson Reading Program to improve their decoding and encoding skills.

**Budget and resources alignment**

TLFSF, CFE, ADIP, TLIEP, ARRADTTT, Title III, TL NYSTL, TITLE I SWP, LTG61, TL Lead Teacher, TL CFN, TL MSTF

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Our goal this year is to continue the implementation of the CCLS by aligning curriculum, assessment, and instruction.

By June 2012:

- Teachers will create a Common Core-aligned task bundle that incorporates rigorous student work that is accessible to all learners.
- In literacy students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. The task bundle will be aligned to strategically selected common core literacy focused standards in each unit of study: Written analysis of informational texts (Reading Informational Text Standards 1 and 10).
- In math, the curriculum unit will be aligned to the following standard of practice: construct viable arguments and critique the reasoning of others
- Students in all grades will be engaged in a cognitively demanding mathematics task(s) that requires them to demonstrate their ability to construct and explore the reasoning behind arguments to defend a viable solution in the following selected common core mathematics domain:
  - Math Grades 6-7 – Ratios and Proportional Relationships
  - Math Grade 8 – Expressions and Equations

#### **Comprehensive needs assessment**

- This goal was determined through analysis of teacher observations accordant with Danileson Framework and analysis of student work and this past school year's summative assessments. Teachers also made explicit requests to administration during teacher goal-setting conferences in June and September, 2011. It was noticed during our 2010-2011 school year teacher observations that the majority of teachers were utilizing the old NYS standards during lessons. During staff meetings and weekly planning sessions, teachers expressed an interest in learning more about the CCLS and how to utilize them in the classroom. Moreover, in effort to prepare our student for optimal performance on the State assessments we realize that it is incumbent upon us to realign our curriculum and instructional practices to the Common Core Learning Standards. A careful review of our 2010-2011 State summative Math and ELA tests item analyses shows that in general our students did not perform well on mathematics extended responses. In ELA our student struggled with higher-order thinking questions and written responses.

#### **Instructional strategies/activities**

The target population for this goal encompasses all of the teachers and administrators in the school. Listed below are the different strategies the school will implement in order to achieve its goal. The school will begin implementing the strategies in September 2011 and will continue to utilize the strategies until June 2012.

- The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.
- The School Planning Team will plan professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.
- School Lead teacher and administration will support their teachers on implementing the aligned task bundles with their class(s) through weekly common planning meetings, observations and feedback, and inter-visitations/lab sites.
- Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development in the new common core standards in order to better understand and meet the specific needs of all students.
- Teachers will participate in PD training to develop their capacity to utilize technology and media to teach and assess student skills.
- Teacher peer-visits \Inter-visitations will be organized regularly in order to provide low-risk teacher feedback.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

TLFSF, CFE, ADIP, TLIEP, ARRADTTT, Title III, TL NYSTL, TITLE I SWP, LTG61, TL Lead Teacher, TL CFN, TL MSTF

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- To increase the utilization of data and differentiation strategies to improve instruction and student performance in mathematics as demonstrated by the results of the NYS Exam.

By June 2011:

- We will increase the number of students performing at level 3 and 4 by 4 percent
- In mathematics, 14 percent of students performing at level 1, will increase their performance and perform at level 2

#### Subgroups:

-ELL and Special Education: 4 percent of students who performed at level 1 will increase their performance and perform at level 2

- 100% of math teachers will participate in ongoing professional development training in the area of differentiation.
  - 100% of math teachers will participate in grade level inquiry teams
- 100% of math teachers will write weekly lesson plans that include Strategies for Differentiation in order to increase student engagement and critical thinking skills.

### **Comprehensive needs assessment**

- This goal was set after analysis of several different sets of data and teacher observations. The school staff analyzed Unit test scores in Math as well as data from ARIS, Scantron, and ITAs. Teachers then determined which Math standards our students were struggling to accomplish based upon a review of our data analysis from the 2010-2011 school year. Classroom observation reports revealed a need to build teacher capacity in strategies for differentiation and student-centered learning activities that include accountable talk and rigor. Mathematics baseline assessments were administered at the beginning of the school year in order to determine student learning goals, and curriculum pacing.

### **Instructional strategies/activities**

The target population for this goal encompasses all of the subgroups represented in the school: General Education, Special Education, and ELL from grades 6-8. Listed below are the different strategies the school will implement in order to achieve its goal. The school will begin implementing the strategies in September 2011 and will continue to utilize the strategies until June 2012.

- Math teachers will begin each new unit with a baseline assessment derived from Scantron Assessment series to assess student skill level. Teachers will develop class item analysis to determine differentiated student needs and inform their grouping strategies.
- Train math teachers to use Santa Cruz model for analyzing students work. Using this protocol, teachers will be able to create targeted instructional groups based on students' differentiated instructional needs.
- Math teachers will assign end-of-unit assessments using school-based weekly quizzes, Scantron Performance Series assessments and interim acuity assessments in order to accurately assess student learning following differentiated, targeted instruction, as well as identify students who need additional support in AIS.
- Students and parents will receive periodic progress assessment data.
- Student goals will be written, revisited, and revised before each new marking period.
- Teachers' skills, knowledge, and understanding of the collection and utilization of data to improve instruction will be discussed during our weekly curriculum

- and team planning meetings and during teacher goal setting meetings.
- All math teachers will ongoing professional development support in differentiation strategies
  - Professional development will be provided to improve math teachers ability to utilize formative and summative data to create daily lessons and guide the delivery of instruction.
  - All classroom teachers will participate in goal setting meetings with students in order to identify each student's strengths and weaknesses.
  - Teachers will be given a data binder that includes the following: the school report card, school progress report, quality review, school surveys, testing data, and school –wide goals for the 2009-2010 school year. This will be distributed and reviewed with all staff members during August professional development.
  - 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.
  - Math teachers will administer a pre-assessment based on the post-March standards from the previous year.
  - Periodic Assessments will be administered four times a year in 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. It also enables them to evaluate the strategies they have utilized and to modify and revise as needed.
  - Administration will use the Acuity data and Scantron performance series data to measure individual student progress as well as the quality of instructional practice during formal/informal observations, walkthroughs, and individual conferences.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development in the new math common core standards in order to better understand and meet the specific needs of all students.
- Math teachers will participate in PD training to develop their capacity in the Santa Cruz model for looking at student work together.
- Math teachers will participate in PD training to develop their capacity to utilize technology and media to teach and assess student skills.

**Service and program coordination**

- The SES Providers Academic Advantage and Brainfuse are coordinating our afterschool program and Saturday Academy to support student skills using online programs and providing an opportunity for one-on-one tutoring between teachers and students.

**Budget and resources alignment**

TLFSF, CFE, ADIP, TLIEP, ARRADTTT, Title III, TL NYSTL, TITLE I SWP, LTG61, TL Lead Teacher, TL CFN, TL MSTF

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- Develop teacher capacity to more effectively plan and deliver instruction.

By June 2012:

- 100% of teaching staff will participate in professional training in order to build teacher capacity to plan and deliver lessons that address higher order, critical thinking skills through questioning and lesson activities.
- 100% of teachers will participate in PD training on the four level of Depth of Knowledge.
- Principals and APs will conduct a minimum of 6 informal and 2 formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.
- Each teacher will meet with administration to identify individual teacher goals based on the selected teaching framework and DOK

Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year

### **Comprehensive needs assessment**

- This goal was determined through analysis of teacher observations and teachers request to administration. Teacher baseline observations (September-October) revealed that instruction was far too teacher-centered and time was being lost on perfunctory student tasks such as copying the lesson objective and lengthy Do Now assignments. We identified teacher leaders who demonstrate proficiency with the following: structures\ strategies for time-on-task, pacing, succinct and effective model lessons, and classroom cultures that communicate high expectations. We then created action plans for teacher-peer model lessons. During the 2011-2012, we have identified teachers who will receive ongoing peer-observation support.

### **Instructional strategies/activities**

The target population for this goal encompasses all of the teaching staff. Listed below are the different strategies the school will implement in order to achieve its goal. The school will begin implementing the strategies in September 2011 and will continue to utilize the strategies until June 2012.

- Teachers will plan and deliver lessons that require higher order, critical thinking skills accordant with the levels of Depth of Knowledge.
- Baseline teacher observations will be conducted by October 2011 to assess teacher capacity to plan engaging lessons that require active student participation and critical thinking skills.
- 100% of teachers will set individual teacher goals to improve lessons that demand critical thinking and active student engagement through projects creation, and critical analysis in the four core content areas.
- School lead teachers will be involved in professional development supported by the Network's Teacher Center initiative which will allow them to better support their teachers in clarifying expectations.
- Administration will develop an observation protocol that clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals and school goals.
- School Coach(s) and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations for looking at student work and implementation of the CCLS.
- Each teacher will meet with administration to identify teacher specific goal for the 2011-12 school year which will be reviewed at least three times during the school year.
- Teachers will participate in multiple peer-observation learning activities focused upon areas identified as in need of improvement based upon formal and informal observation feedback.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development in the new math common core standards in order to better understand and meet the specific needs of all students.
- Teachers will participate in PD training to develop their capacity to utilize technology and media to teach and assess student skills.

**Service and program coordination**

- Through a STEM Grant teachers have an opportunity to attend Professional Development that will teach them how to utilize technology in the classroom. It will also teach them how to use technology as an assessment tool.

**Budget and resources alignment**

TLFSF, CFE, ADIP, TLIEP, ARRADTTT, Title III, TL NYSTL, TITLE I SWP, LTG61, TL Lead Teacher, TL CFN, TL MSTF

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	24	24(85)	20	25	55	15	3	5
<b>7</b>	21	21(85)						
<b>8</b>	18	18(85)						
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Wilson Reading Program: A reading system designed to teach students phonics, decoding, and encoding delivered during school in a small group or one-on-one setting.</p> <p>Scantron: A computerized program designed to teach students reading skills based on their reading level while simultaneously tracking the data. It is taught during the school day in a small group.</p> <p>Academic Advantage: A company that provides a guided program that is aligned to the CCSS on Saturdays. They work with small groups and one-on-one.</p> <p>Brainfuse: An SES provider who uses the online program Teen Business to address students ELA skills. They operate after school in small groups.</p>
<b>Mathematics</b>	<p>Scantron: A computerized program designed to teach students reading skills based on their reading level while simultaneously tracking the data. It is taught during the school day in a small group.</p> <p>Academic Advantage: A company that provides a guided program that is aligned to the CCSS on Saturdays. They work with small groups and one-on-one.</p> <p>Brainfuse: An SES provider who uses the online program IXL to address students Math skills. They operate after school in small groups.</p>
<b>Science</b>	<p>At the beginning of the school year a Science baseline assessment was given to all 8<sup>th</sup> grade students. Those students performing in the lowest third have been targeted for Science AIS.</p>
<b>Social Studies</b>	<p>Approximately 20 percent of our students are ELLs who struggle with written and oral communication skills and reading comprehension. Social studies AIS is offered to students who read below grade level. Among our ELLs this targeted group consist of 25 students.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>In addition to students who have been identified for mandated counseling ( 25 ), 25 additional students have been identified to receive counseling services based upon circumstantial life\social events that impacts there academic performance.</p>
<b>At-risk Services provided by the School Psychologist</b>	

<b>At-risk Services provided by the Social Worker</b>	We have three students who receive this service due to extreme circumstantial life events
<b>At-risk Health-related Services</b>	We have five students who receive this service weekly.

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

#### **RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

School DBN: 09X328

School Name: New Millennium Business Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

**Phase:**     Improvement Year 1                     Improvement Year 2                     Corrective Action Year 1                     **Corrective**  
**Action Year 2**                     Restructuring Year 1                     Restructuring Year 2                     Restructuring  
Advanced

**Category:**             Basic                     Focused                     **Comprehensive**

**Intervention:**             **School Quality Review (SQR)**                     External School Curriculum Audit (ESCA)  
    Joint Intervention Team visit (JIT)                     Not Required for 2011-2012

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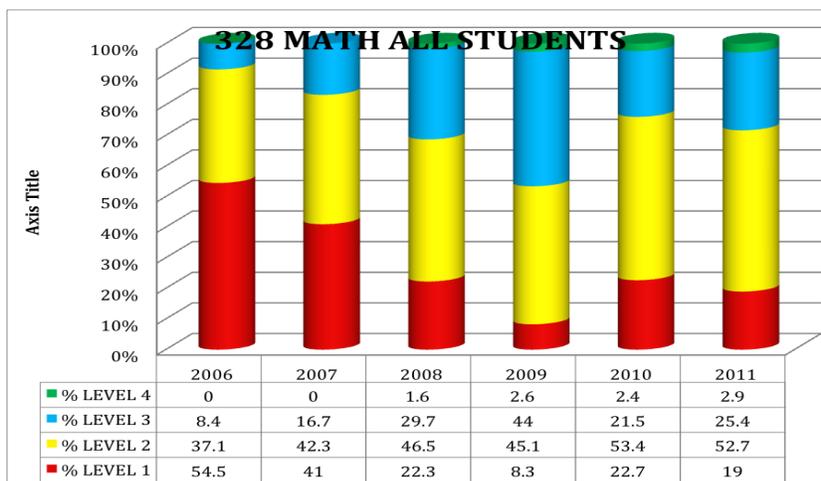
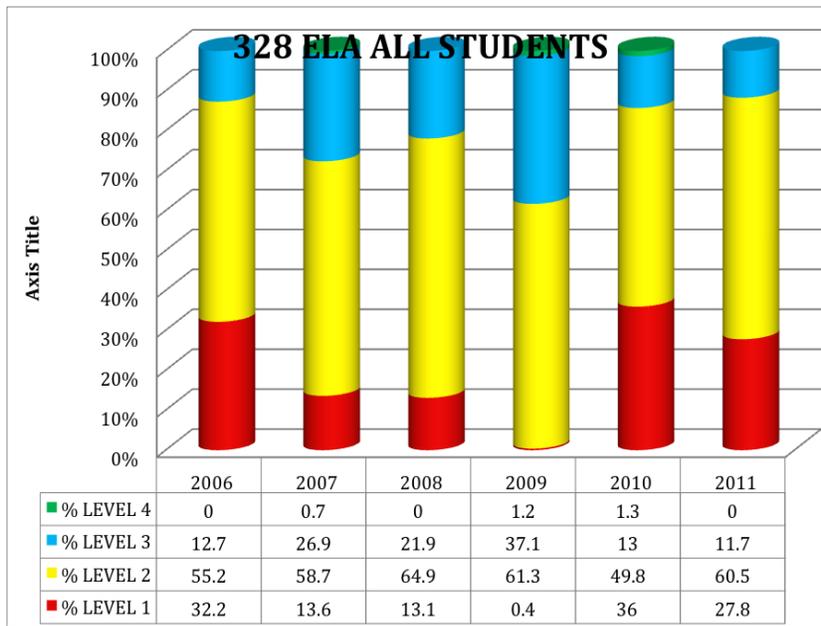
**Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

**Improvement Year Two:**

Since its inception, MS 328 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 MS 328 as one of the schools furthest away from achieving state standards for 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. The School was able to close the achievement gaps in mathematics and was removed from SURR in 2010 following our 2009 performance where the number of students meeting states standards in math showed significant gains.

In ELA our performance trends show a two-year recurring decrease. In 2011 only 11.7 percent of our students achieved state standards in ELA.



- Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

**Provide and answer to this question**

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**Part B: For Title I SINI Schools Only**

- 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 will be used to remove the school from school improvement.

Currently, we have several experienced teachers who are working under provisional licenses. Our mandated ten percent Title I set aside funds will be used to support further teacher development toward

complete certification in their content areas. This includes two teachers who currently teach ELA and two teachers who currently teach mathematics at MS 328. In addition, funds will be used to support all content-area staff members with CCLS training to ensure that our school builds capacity to align instructional practice accordant with NYSED expectations.

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

There are currently no new teachers employed at our school as teacher-retention has been constant at our school for the past two years. Our mentoring is centered around continuing supports for all teachers through professional development workshops that is focused in the following areas: Data-driven instruction, CCLS curriculum and instruction alignment, SIOP and QTEL instructional strategies and writing. We have two lead teachers on staff who provided weekly support through class visitations, teacher conferences, model lessons and curriculum modifications. These activities are facilitated by the principal and assistant principals weekly. Network support is provided to support all special education and ESL teachers with writing IEP's FBA's and monitoring BIP's.

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.

The school will mail notifications letters to all parents in December, 2011. Accordant with regulations, the school will provide translated copies based upon our 2011-12 home-language surveys. After that, a general parent meeting will be convened in January, 2012. Translation will be provided in Spanish and French. This meeting will be organized with the participation of our parent-coordinator and school PA who will survey the language translation needs of all confirmed attendees.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [!\[\]\(528cbe9ac1a51f0d9458cf024e824c0c\_img.jpg\)](#).

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Debra Maldonado/Ben Waxman</b>	District <b>9</b>	Borough <b>Bronx</b>	School Number <b>328</b>
School Name <b>New Millennium Business Academy</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Dorald Bastian</b>	Assistant Principal <b>Raedyn Rivera</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Zef Bushi</b>	Guidance Counselor <b>Doretta Cole</b>
Teacher/Subject Area <b>Sophia Collins ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Nichole Washington, Math</b>	Parent Coordinator <b>Esteban Ocasio</b>
Related Service Provider <b>Aiesha Edwards, SETSS Teacher</b>	Other
Network Leader	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>199</b>	Total Number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>18.09%</b>
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## Part II: ELL Identification Process

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

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

their native language.

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. [Q](#)

1. Upon registration to our school, ELLs are identified first by the Home Language Identification Survey (HLIS). Our pupil Accounting secretary contacts Mr. Bushi, ELL Teacher who holds a permanent ESL Certification, to administer the HILS and conducts an oral interview. Mr. Ocasio, Parent coordinator, and Ms. Santini, Pupil Accounting Secretary both assists as an interpreter for parents and students who predominantly speak Spanish. A student is considered to have a home language other than English when one questions in part one and two questions in part two of the HILS indicates that uses a language other than English. 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 ten (10) of school. Also, students who speak Spanish and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. 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. Using our ATS RLER, RLAT RMNR reports we identify ELLs who must take the NYSESLAT exam each Spring.

2. In our school we ensure that parents are informed about the ELL programs that we provide. In order to ensure that parents are clear about their options we explain the three ELL models during parent orientation and during the first 10 days following a child's registration to our school. Parents are invited to watch the NYCDOE parent orientation video in their own language. Parents have additional opportunities to view the video and evaluate\select from the three options during several school held functions, including back to school night, parent-teacher conferences and anytime a new admit is registered. We make sure that the programs that we offer are aligned to the parent requests. After the school year has started, the Principal holds Parent Orientations with the parents of the ELL students 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. If parents speak a language for which cannot provide translation, we contact the DOE translation services to provide interpretation services.

3. At the beginning of each year, parents receive written notification letters which describe the ELL service their child will receive during the school year. Parents receive Entitlement letters, placement letters, and non-entitlement letters( where students have tested out of ESL). Mr. Bushi, and Mr. Ocasio make sure that these letters are read and understood by each parent during parent orientation, parent-teacher conferences and ongoing. Parents surveys and selection forms are collected from parents who attend the orientation and follow up calls are placed to each parent who does not attend either the orientation or a parent-teacher conference.

4. ALL ELLs are placed in a program accordant with parental selection made on parent survey during registration. Currently our school offers free-standing ESL only. If a parent has chosen a program that we do not offer we offer them assistance, providing them with a list of other school options. Every effort is made to honor parent request and to assist them with securing their first choice.

5. The prevailing parent choice is free-standing ESL which aligns with our program offer. Based upon the data above and our most recent parent selection surveys a total of 34 parents have chosen Free-standing ESL as their number one choice. 2 parents have indicated TBE as their first choice 0 have indicated DL as their first choice.

6. The program models offered at our school prevailingly aligns with parent choices. Our eighth grade bilingual class graduated at the culmination of the 2009-2010 school year. Since that time our parents have selected the free-standing ESL program model as their number one choice.

## Part III: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	8
SIFE	5	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	14

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										0
Dual Language										0
ESL	11	4	0	9	1	2	16		6	36

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>Total</b>	<b>11</b>	<b>4</b>	<b>0</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>0</b>	<b>6</b>	<b>36</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	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
<b>TOTAL</b>	<b>0</b>													

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

Dual Language (ELLs/EPs) 9-12																			
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**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

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

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	4	14					30
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian														0
French							1		2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
<b>TOTAL</b>	0	0	0	0	0	0	15	5	16	0	0	0	0	36

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.a: ESL instruction is delivered through push-in\pull-out in accordance with students mandated minutes for ESL instruction aligned with language proficiency levels.

1b: All content-area classes are heterogeneously grouped and taught by highly qualified content-area teachers who have been development in ESL and SIOP instructional strategies. ELL students are serviced by a licensed ESL teacher in a pull-out program and are grouped according language proficiency levels.

2. In accordance with part 154, mandated instructional minutes are provided by a licensed ESL teacher. Our ESL teacher uses the NYSESLAT and modality reports to determine the number of minutes in instructional time that each child receives weekly. Beginner and intermediate students receive 360 minutes of ESL instruction weekly. Advance students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. Additionally, native language is supported through books on tape, classroom libraries and students are encouraged to use their native language in discussion with their peers and in some required writing assignments.

3. Content area teachers deliver the program in English and support ELL students using ESL scaffolding (QTEL) strategies in addition to being exposed to visuals, graphic organizers, audio, smart boards, and computers to make sure that the ELL students understand the content that is explained to them through a push in model. Also, the ESL teacher uses the Key Stones program, Comprehension Matters, and Milestones in a pull out program. The ESL teacher is currently being trained in instilling an awareness of cognates when teaching either Spanish or French speaking ELLs. They will become aware of the similarities between their native language and English. Students are encouraged to read in their Native Language (L1); during independent reading. Wicked has been purchased in French and in Spanish for students to have a reference when engaging with the text in English. Extensive opportunities for scaffolding both pieces of literature will be afforded to all ELLS.

4. All the assessment in our school is done in English. We also use the Spanish lab to determine the language dominance.

5. Our school differentiates ELL subgroup students as follows:

a. SIFE: We currently have 5 SIFE students in our school. The ESL teacher use s visuals, TPR, books on tape, different realia and scaffolding the text to make concepts and skills comprehensible.

## A. Programming and Scheduling Information

b. Newcomers: We offer books on tapes to reinforce content area instruction. Also, we have student partners to support each other in the content area classroom. These students are expected to take the ELA exam after being in the NYC public school system after 1 year extra support is given to this group. The ESL teacher in collaboration with the other ELA teachers make sure they get the same content that is age and grade appropriate.

c. Intermediate: We have 9 ELL students receiving service 4 to 6 years These students require additional support in reading and writing according to the data. The ESL teacher is using the 100 Book Challenge program that is used in our school and scaffolding, using graphic organizers, visuals, sentence stems, and writing prompts. In addition the students attend after school programs to support their language development.

d. Advanced: We have 15 students who have been receiving service for more than 6 years. With these students the ESL teacher in collaboration with content area teachers provide rigorous support in reading and writing across the curriculum. Also, small groups are supported by the ESL teacher and related services to ensure acquisition of academic language.

6. Differentiated instruction for ELL-SWDs include the following: small group instruction, guided reading and writing, visuals, computers, Teen Biz, smart boards and books on tape. The ESL teacher and other teachers work one to one with these students. All ELLs (2) whose IEPs indicate Bilingual Services have an alternative placement bilingual paraprofessional assigned to them all day.

7. The Assistant Principal, ESL teacher, and the SETSS teacher collaborate to ensure that ELLS-SWEDS are provided the mandated ESL instructional minutes.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

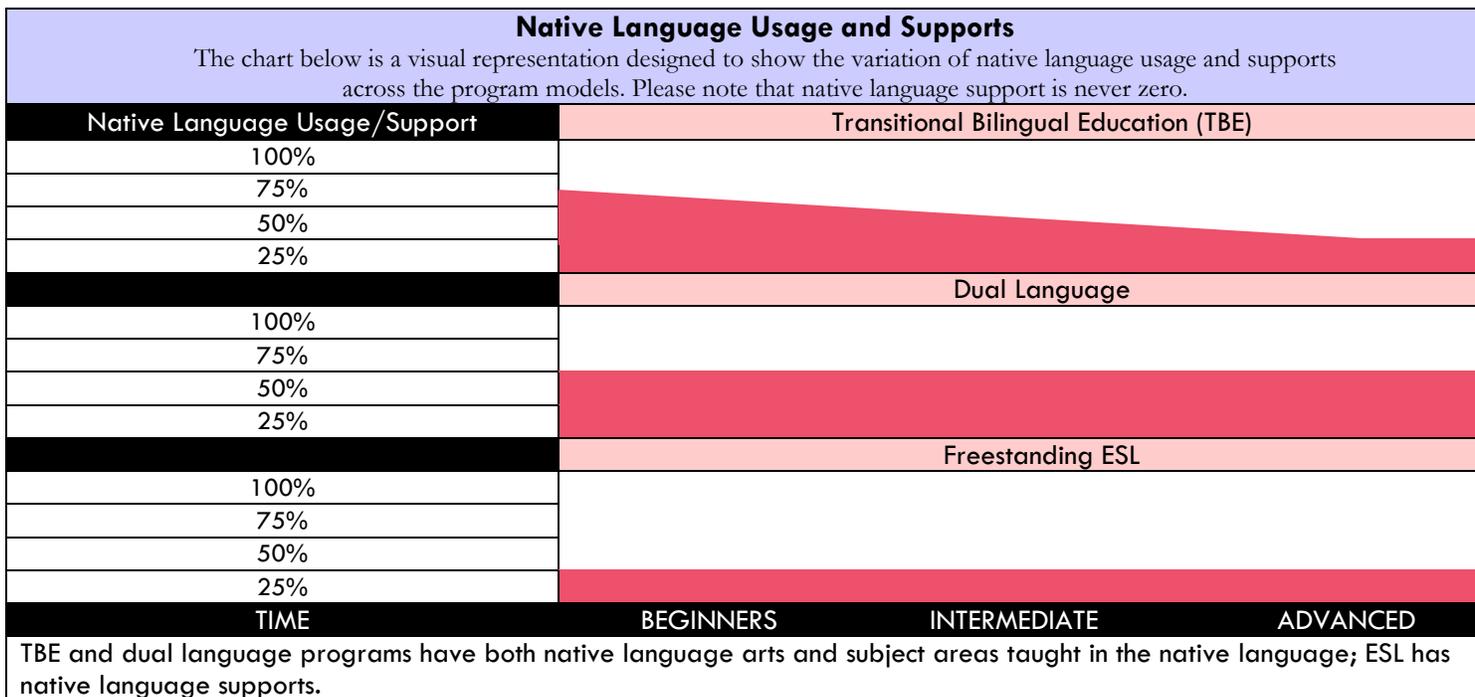
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	English via ESL strategies			
Math:	English via Qtel strategies			
Science:	English via Qtel strategies			

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

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

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



**B. Programming and Scheduling Information--Continued**

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

8. Academic intervention services are given to ELL students who score a level 1 or 2 on the ELA (10 students) and (7 students) on the Math state exam. ELLs participate in after school programs that focus on reading, writing, and math skills. The NYS test data indicates that most ELLs who took the exam are at levels 1 or 2 on ELA on the math exam level 1 and 2.

#### Academic Intervention ELA

1. Tuesdays and Wednesdays extended day for ELLs using research based technology Achieve 3000. Also we offer Saturday academy to all our sub groups.
2. All ELLs with disabilities, who scored levels 1 & 2 on the 2010 ELA besides receiving mandated SETTS services where indicated, will also participate 2 days a week in the 37.5 minutes ELA extended services. They will also interact with the Achieve 3000 social studies based literacy program.
3. All ELLs who scored levels 1 & 2 on the 2010 ELA exam will also participate in a 12 week 3 hour rigorous and comprehensive Saturday Enrichment Academy for ELLs. Where via scaffolding strategies: Modeling, Bridging Schema Building, Contextualization, Text Re-Presentation and Metacognition; they will delve in depth with two literary pieces: Wicked by Gregory McGuire and West Side Story. Students will attend both musical productions as a culminating activity. In addition all ELLs will attend the daily SES afterschool tutoring program 2 days a week: ELA.

#### Academic Intervention Math

1. AIS services will be afforded 2 days of Math support by a special ed certified teacher with a strong and success proven track record in Mathematics instruction, for all ELLs who performed on Levels 1 & 2 2010 Math exam.
2. SES afterschool tutoring in mathematics will be provided for all ELLs who scored on Levels 1 & 2 on the 2010 Math exam.

9. We support the transition for former ELLs who reached proficiency on the NYSESLAT. Our 8 former ELLs scored a level 3 in math and level 2 in ELA. We continue to offer testing accommodations as required by part 154 regulations.

10. This year the staff is involved in on-line Professional Development in PD 360 to differentiate instruction for ELLs.

11. We will not continue any program.

12. ELLs participate in all school programs. We communicate with their parents first in their own language and the ELL students are invited in all after school programs, cultural and educational trips, museums, Bronx Zoo, Botanical Garden, and Bear Mountain State Park. Our ELL students participate in FLAG football, dance, and basketball to help them develop their affective, social, and athletic skills. Title III After

School and Saturday Academy offers to provide additional support. Also we will be offering Rosetta Stone for language development.

13. The New Millennium Business Academy uses the Balanced Literacy Approach using 110 Book Challenge, guided reading groups, and a writers block. We provide books on tape, books in Spanish, Leap Frogs, and Rigor.

We use different kind of instructional materials to support the ELLs. We use Keys to Learning series from Pearson Education, Mile Stone, books on tape, and bilingual glossaries provided by the DOE websites. ELL students have access to computers almost every day where they practice the four components, listening, speaking, reading and writing.

14. Native Language support is provided to ELL students through cooperative groups and peer interaction. Students are encouraged to write in their language and staff or peers are used to help interpret as well as bilingual glossaries or the translation and interpretation unit. Also, we have staff members who speak another language including Spanish, Albanian, and French.

15. The materials we offer to ELL students are age appropriate and correspond to grade level.

16. We invite the newly enrolled ELLs to come to the school to meet the staff and take a tour of the building.

17. There are no language electives at this time at MS-328.

### 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)?

N/A

## 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.

### Professional Development and Support for School Staff

1. Professional Development is held on monthly basis to provide our teachers with ongoing research based ESL strategies that must be integrated in their lessons to promote second language acquisition and academic literacy. The sessions are conducted by Raedyn Rivera, assistant principal and Sophia Collins, Lead Teacher for ELA and ESL.

During the 2011-2012 school year, professional development workshops are offered. The area of focus is to have all staff members participate in study groups using journal articles and books pertaining to RTI for ELLs, Sheltered Instruction to promote academic literacy, and Common Core Learning Standards. Professional development is further facilitated through PD360, an online professional video library.

2. The advisory committee includes: Esteban Ocasio parent coordinator, Zef Bushi, ELL teacher, Doretta Cole, guidance counselor and Raedyn Rivera, Assistant principal. Meetings are scheduled to plan activities and parent meetings to support students preparation for graduation. The guidance counselor works closely with students and families in order to make this process a smooth transition to high school. Guidance Counselor supports in assisting students with high application process and schedules group and individualized meetings to guide students with their selections and information regarding high school admissions and open houses.

3. The 7.5 hours of ELL training for all staff, as per Jose P include the following:

- September/October: ELL Identification Process/ Using Data to Drive Instruction-Modality Report and RLAT
- November/December: Common Core Learning Standards/Strategies for Diverse Population
- January/February: Looking at ELL Students Work integrating UDL
- March/April: Response to Intervention for ELLs
- May/June: NYSESLAT Test Taking Strategies

## 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?

### E. Parental involvement.

1. We encourage all the parents and especially the parents of ELL students to get involved in their child's education. The parent coordinator informs the all parents every month with a newsletter informing them about the accomplishments and future activities. The school hosts monthly workshops for ELL parents. The school offers an introduction to Middle School workshop where parents can learn about the programs.

2. The school partners with Brienza, a Community Based Organization, offering a program specifically targeted towards aiding our ELL population. Using auditory technology, picture-rich books, focusing on targeted writing and reading instruction the students have been provided small group instruction with materials specifically made for ELL students.

3. The parent coordinator provides a needs assessment to determine what parents interests are.

4. During the school year, we will be providing workshops on the following topics: How parents can help with their students at home, access to ARIS to understand the data, how to understand the NYSESLAT, how to use the resources from the public library to promote Literacy and Learning.

### 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)							3	1	4					8
Intermediate(I)							6	1	6					13
Advanced (A)							7	3	5					15
Total	0	0	0	0	0	0	16	5	15	0	0	0	0	36

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	2	1		14
7	3	2			5
8	8	7			15
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	7		6		2				15
7	1		2		1		1		5
8	5		4		5				14
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	4		5		5		1		15
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

**B. After reviewing and analyzing the assessment data:**

- We use the Scantron Performance series and compare the scores to the Independent Reading Level Assessment of the 100 Book Challenge. Teacher assessments and observations are used to inform instruction regarding basic literacy concepts and language development.
- After reviewing the NYSESLAT and LAB-R, we noticed that most of the ELL students after 2-3 years of service are able to pass the listening and speaking but have a hard time passing the reading and writing. Thus are focus is on reading and writing. We have seen the correlation between the ELA and science test results. The majority of the newcomers perform at a level 1 and a few at level 2. The intermediate students perform at levels 2 and 3. The Scantron Performance series and the ITA (acuity) are used to progress monitor students and to inform classroom instruction.
- Patterns across NYSESLAT modalities reveal 16 have scored proficient in listening and speaking and 13 are advanced in speaking and listening. 4 students have scored Intermediate in listening and speaking. And 3 are beginners. In reading and writing 13 are advanced and 15 intermediate, and 8 beginners. The pattern shows that the ELL students need extra support in reading and writing.
  - The results of the NYSESLAT are broken down according to grade level and modality. The NYSESLAT scores reveals that 40% are Long Time ELLs the majority is in the 8th grade. 30% are Newcomers from 6 and 7th grade. 25% are ELLs that have 4 -6 years in the school. 58% are beginner/Intermediate. The on going trend is that students need more support in the areas of reading and writing according to modality report.
  - The results of the IRLA and Periodic Assessment in conjunction with formal and informal assessments informs teachers of targeted skills and strategies needed by students. Teacher teams and school leadership team in collaboration with the RTI team monitor the progress the achievement that the ELL students are making. Assessments are used to group students according to their linguistic and academic needs. We have extended day 3 times a week where we strategically plan and target specific reading and writing skills and carefully keep progress monitoring records.

4c. The periodic assessment shows that ELL students progress at a slower rate than their peers. Several strategies are used for the native language to support English language instruction. Native language is used in peer groups, Bilingual glossaries, and books.

5. n/a

6. Success for ELL students is determined through informal and formal assessments. Portfolios, Progress monitoring, student performance on the periodic assessment, ELA and Math state assessments, and the NYSESLAT.

### 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.

## Part VI: LAP Assurances

School Name: <u>New Millennium Business Academ</u>			School DBN: <u>09X328</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dorald Bastian	Principal		11/4/11
Willett Nanton	Assistant Principal		11/4/11
Estaban Ocasio	Parent Coordinator		11/4/11
Zef Bushi	ESL Teacher		11/4/11
M. Porter	Parent		11/4/11
Sophia Collins	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

<b>School Name: <u>New Millennium Business Academ</u></b>			<b>School DBN: <u>09X328</u></b>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
Rosemary Caban	Other _____		1/1/01
	Other _____		11/4/11
	Other _____		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

**DBN: 09x328      School Name: New Millennium Business Academy**

**Cluster: 19      Network: 534**

**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 data and methodologies used to assess our school’s written translation and oral presentation needs consist of the following:  
 At registration we look at the language spoken by each parent when they complete different required forms:

- Parent Language Surveys asks parents in what language do they prefer written and oral correspondence.
- Student Registration Form through informal interview help us determine the language need of the parents.
- Home Language Identification Surveys(HLIS).
- The Language Allocation Policy(LAP) which contains information about ELL’s by grade in each language group.
- The report of the place of birth (RPOB).
- Parent orientations and parents and students surveys.
- Emergency cards-parents` language preference is written on it as well as 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.

In our school the majority of the students come from Hispanic descent so the language of the majority of the students is Spanish. We also have a few students that speak French, Arabic and Bengali. Our Parent coordinator, School secretary are bilingual Spanish and English speaking. Teachers are informed of the home language of their students and are provided translators as needed. We provide translators in Spanish and other languages at parent - teacher conferences.

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

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

The written translation services that our school provide consist of the following;

- ELL Parent Orientation and Regional Conferences
- Workshop informations.
- Special forms like lunch forms, blue emergency cards, health.
- Title III and after school applications.
- Promotion in Doubt Letter
- Promotion Criteria.
- Summer School Forms.
- After Schools and Saturday Programs.
- Testing informations.
- Safety, disciplinary and legal matters.
- High School Information.
- In house translation if necessary.
- All documents distributed to parents and students will be in two languages.

-

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our Parent Coordinator, School Secretary, para-professionals speak Spanish. They are present and available at any time needed. Our staff provides our oral interpretation services. We also use the Phone Messages for communication. Our PTA and Parent workshops orientations are always communicated in English and Spanish. Administrators and Teachers use the above personnel to communicate with the parents during the year for everything.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to fulfill section VII of the Chancellor's Regulations A-663 before opening the school we welcome the parents of the new comers to come to the school and we find out their language needs. During the first two weeks of September we make sure that every form needed for the parents and students is prepared in English and Spanish. We use the DOE forms in internet to communicate in writing with the parents who speak other languages. In our main hallway and main office we have signs in Spanish and English. We encourage the parents and students to use their own language.