



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M520

PRINCIPAL: LOTTIE ALMONTE

EMAIL: LALMONTE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Lottie Almonte	*Principal or Designee	
John Elfrank Dana	*UFT Chapter Leader or Designee	
Janette Ramos	*PA/PTA President or Designated Co-President	
Lavinia Greene	DC 37 Representative, if applicable	
Brain Matos Kayshawn Thompson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Haana Araft	CBO Representative, if applicable	
Noreen O'Keefe	Member/Teacher	
Panagiota Cary	Chair	
Jenna Samuels	Member/Teacher	
Brendan Mullins	Member/Teacher	
Neal Lubetsky	Member/Teacher	
Cheryl Noel	Member/Parent	
Angela Dixon	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: __Participation in TEP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - TEP

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Ensure that curricula implemented within all subject areas reflects academic tasks and learning experiences that challenges and engages all learners in order to improve their outcomes SQR page four

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

___ 3.2 Enacted curriculum

X 3.4 Teacher collaboration

___ 3.3 Units and lesson plans

___ 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Strengthen Literacy Development Across the Content Areas

By January 2013 all students will be engaged in at least three tasks aligned to the Common Core Standards requiring students to read and analyze informational texts, form and write opinions and arguments. As a result, the passing rate on New York State standardized tests will increase by 2% across all content areas

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity # 1

Program Changes : Make school wide program changes to increase literacy of the entire school population as well as support for ELLs and SWD

Effectively use System 44 to increase the reading and writing ability of the most challenged students toward reaching standards. System 44 focuses on increasing literacy through word recognition, decoding, fluency and basic comprehension. Current 10-12 grade students were tested to determine Lexile scores for placement. Based on scores students were programmed in either Systems 44 or Read 180

Benchmarks: September All students programmed

November Original assessment re-administered – expectations are an increase in Lexile scores by a minimum of 50 points and an increase in 1 level of SPI (scholastic phonics inventory) Levels are: pre-decoder, beginning decoder, proficient decoder, advancing decoder

January Original assessment is re-administered –expectations are an increase in Lexile scores by a minimum of 50 points and an increase in 1 level of SPI (scholastic phonics inventory) Levels are: pre-decoder,

March, June

beginning decoder, proficient decoder, advancing decoder (100 points is approximately 1 grade level) Determine which students can move on to Read 180 or continue with System 44 for spring term – using rubric

Tests will be repeated (as above) and expectations are the students will continue to make progress – gaining yearly increase of approximately 2 years in reading skills. (50 points in March and 50 points in June)

Further integrate Read 180 to increase reading and writing ability of most challenged students toward meeting standards. Read 180 focuses on reading comprehension - students read fiction and nonfiction. In addition, the program focuses on a variety of different types of writing and vocabulary acquisition. This program will increase each student's ability to independently read a variety of different types of texts.

Benchmarks: November, January, March and June following same procedures as in System 44 with an expectation of an increase of 2 years reading comprehension.

- Strengthen ICT classes to increase academic support - ICT teachers will implement learning strategies with a dual focus – increase students' ability to understand content , increase students' ability to apply content knowledge to high stakes state exams. Teachers will identify and address learning issues using differentiated strategies. Teachers will be programmed for common planning time to increase dual focus on student learning

Benchmarks: September 2012 50% of teachers will have planning time in common to plan for and differentiate.

- Implement CBI (content based instruction) for ELL students through the SIOP program to support acquisition of grade level academic content, promote English language development and literacy to increase results on high stakes state exams

Benchmarks: September 2012 - ESL teachers and students will be programmed in general education social studies classes

Benchmarks: June 2013 Increase in ESL passing rate on Social Studies Regents by 2%

- Implement double periods of English– Reading and Writing Workshops for all 9th grade students
- Implement AVID program encompassing all content areas

Target Population: Specific to ELL and SWD, General Education students who fall into lowest third, Gen Ed students who meet AVID requirements

Responsible Staff Members: Assistant Principal English, SWD and ELL

Implementation Timeline: September 2012 through May 2013

Activity #2

Staff Development: Professional development will be given on best practices for teaching reading of non-fiction texts; writing skills needed to meet success on high stakes state exams; reaching CCSS for college and career readiness; infusing the CCSS in the content areas; SIOP; methods to increase effectiveness of ICT teams

Benchmark: January , 2013

June, 2013

- Provide Professional Development for Social Studies and Science teachers in teaching reading and writing skills
- Provide Professional Development to Social Studies, Science and English teachers regarding CCSS and the argument essay 10.12.2012, 10.26.2012, 11.28.2012, 12.12.2012, 3.8.2013, 3.19.2013

Benchmark: December 2012 teachers will begin to implement specific strategies in their classrooms

- Provide Professional Development to all ESL teachers on CBI and the SIOP program (10.16.2011, 10.25.2011, 11.8.2011, 11.9.2011 ongoing)

Benchmark: November 2012 teachers apply CBI instructional strategies in classrooms – including posted language and content objectives for every SIOP class

- Professional Development for ICT teams to strengthen instruction for struggling students (9.28. 2011, 10.4.2011, 10.14.2011, ongoing)

Benchmark: November 1 all ICT teachers to eliminate the “1 teach and 1 assist” approach , replacing it with the both teach approach

Target Population: All ESL teachers, ICT Teachers, English, Science and Social Studies teachers

Responsible Staff Members: AP English, Social Studies, Science, CFN personal, Literacy Coach,

Time Line: September 2012- May 2013

Activity #3

Instructional Implications: Using a rubric based on the CCSS, teachers will conduct a formative assessment to determine students’ ability to independently read a non-fiction text, form, support and write their opinion on the topic of the text. Teachers will review student work, complete a gap analysis to determine skills needed to meet standards, create and teach units and conduct a post assessment. English Department will teach 2 units with an additional gap analysis between units. Specific English classes will increase the use of classroom libraries in the upper grades.

- Administer formative assessment

Benchmark: September 2012

- Review student papers and create a gap analysis in English, Science and Social Studies

Benchmark: November 2012

- Write Unit based on gap analysis

Benchmark: December, 2012 English

December 2012 Science and Social Studies

- Teach Unit incorporating explicit instruction in the use of effective reading strategies for nonfiction, effective strategies for before, during and after reading, explicit instruction for writing the parts of the argument process including claim, counter claim evidence, rebuttal.

Benchmark: January 2013 English Department teaches unit for the 1st time

February 2013 English Department creates a 2nd gap analysis based on student performance on 1st unit; re-writes unit as needed to re- teach in March 2013

Benchmark: Science and Social Studies, English March 2013

- Increase in the number of classroom libraries to support struggling learners in the upper grades 1 library in E7R and 1 library in E5

Benchmark: October 2012

Target Population: All Students

Responsible Staff Members: Subject area teachers; AP English, Social Studies, Science, SWD, ELLS, Literacy Coach

TimeLine: September 2012 – May 2013

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program** (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
- 1624 hours for PM courses during PM school 3pm-6pm (27 teachers of staff x # 60 hours for the semester of hours x # 30 sessions)
- Co-op Student Aide 100 hours of school aide overtime to support PM school
- Supervisor per session 53 hours (Ms. Budney)
- Textbooks will be purchased to create classroom libraries of non-fiction text.
- Achieve 3000 to support literacy and language development
- Co-op Student Aide 420 hours of student aide hours to support PM school
- 100 hours of school aide overtime to support PM school
- 60 hours of secretary per session to support PM school
- "Teacher Per Session" and the # 5 teachers staff X # 187 of hours x # of 187 1 hour tutoring sessions

Tax Levy **Title IA** Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The YWCA at Murry Bergtraum High School offers a variety of literacy based activities. All activities which involve reading, writing, listening and speaking will support the literacy goal of our school. Some of the activities for example, ELA Tutoring and Regents Prep, will support our goal more specifically than other activities. However, students spending time after school writing poetry or participating in drama or creative writing activities are increasing their skills, increasing

college and career readiness and will positively impact on literacy The activities offered by the Y are:

- Drama Classes
- Creative Writing Classes
- Poetry Classes
- ELA Tutoring

Regents Prep in all subject areas

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Ensure that teachers use summative and interim data to inform instructional decisions and make necessary revisions in order to meet the learning needs of all students. SQR page five

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To increase the percentage of students meeting or exceeding the New York State Mathematics assessment benchmark

- By January 2013, 80% of students submitting a performance task in Mathematics, also by students achieving state standards as measured by 5% increase in students scoring at least 65% on the Math Regents assessment

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Expand the use of technology in the classroom to support students learning and monitor progress of our students. – the use of The Smart notebook, Overhead Projectors, Skedula, and Aris September 2012- June 2013

- Weekly PLC meetings looking at students work to assess progress and diagnose students' strengths and weakness. October 2012 to May 2013, review January 2013
- Teachers will use GAP analysis to establish goals with students and communicate to parents; the focus will be on modeling with mathematics, construct viable arguments and critique the reasoning of others. October 2012 – May 2013
- Students and Teachers will maintain math portfolios with students learning goals and work samples. Begin October 2012 review in January 2013, restart February 2013 with final review for academic year June 2013
- Teachers' incorporate Gizmos, Geometers sketchpad and SIOP in their lessons
- Gizmos and Sketchpad implementation November 2012, evaluation at end of semester January 2013 and continue in Second semester February 2013
The SIOP training is on going with implementation in the second semester of the 2012-2013 school year
 - Saturday school begins December 1, 2012 for January 2013 exam, and May 4, 2013 for June 2013 exam

Instructional changes: Teachers will make instructional changes based on the gap analysis, needs of the lowest third, and identified sub groups.

- Interactive lessons and visuals in an effort to cater to the varying learning styles of the students
- Students use interactive computer generated activities
- Geometers Sketch Pad and Gizmo activities infused in instruction

To be used in all classes in particular the Integrated Co-Teaching and Special 15:1. December 2012 - June 2013

- Identify gaps in students learning by implementing the use of tracker logs and produce unit and lessons to close these gaps
- Teachers will use Math portfolios and S.M.A.R.T. Goals to help students to be reflective and self evaluative, also students will use this when reviewing for a test and or examination. October 2012 – June 2013
- Saturday classes will allow teachers to engage students in more rigorous and higher order questions, also direct instructions on answering Regents questions: Teachers will make instructional changes based on the gap analysis, needs of the lowest third, and identified sub groups.
- Interactive lessons and visuals in an effort to cater to the varying learning styles of the students
- Students use interactive computer generated activities

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

- Supervisor per session 53 hours (Ms. Budney)
- 1624 hours for teachers who teach 27 PM courses during PM school 3pm-6pm (27 teachers of staff x # 60 hours for the semester of hours x # 30 sessions)
- 60 hours of secretary per session to support PM school
- 100 hours of school aide overtime to support PM school
- Co-op Student Aide 420 hours of student aide hours to support PM school
- "Teacher Per Session" and the #5 teachers staff x# 187 hours x# of 187 1 hour tutoring sessions.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The YWCA at Murry Bergtraum High School offers tutoring in math after school
- Regents Prep Math Classes are scheduled in their programs
- Lunch Time and 9th period Tutoring is provided by a group of Math Teachers as their professional assignment
- Math classes are offered in Saturday school as additional preparation for the Regents exams

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Ensure that curricula implemented within all subject areas reflects academic tasks and learning experiences that challenges and engages all learners in order to improve their outcomes SQR page four

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
 - a. The number of Students with Disabilities passing Regents will increase by 5%
 - b. The number of Student with Disabilities passing RCT Reading and Writing will increase by 10%

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- System 44 and Read 180 have been implemented for students with disabilities: System 44 was implemented to increase reading ability which would enable students with disabilities to reach standards. System 44 focuses on the acquisition of increasing literacy through decoding and word recognition, fluency and basic comprehension. Current 10-12 grade students were assessed to determine Lexile scores for placement. Based on scores students were programmed in either System 44 or Read 180.

Benchmark: September All students are programmed

November Original assessment re-administered - expectations are an increase in Lexile scores by a minimum of 50 points
Increase in 1 level of SPI (Scholastic Phonics Inventory) Levels are: pre-decoder, beginning decoder, developing decoder, proficient decoder and advancing decoder

January Original assessment is re-administered – expectations are an increase in Lexile scores by a minimum of 50 points Increase in 1 level of SPI (Scholastic Phonics Inventory) Levels are: pre-decoder, beginning decoder, developing decoder, proficient decoder and advancing decoder (100 points is approximately 1 grade level). At this point—determination is made as to which students can move forward to Read 180 or continue in System 44 for Spring term utilizing Scholastic Created Rubric

March/June Tests will be repeated (as above) and expectations are the students will continue to make progress –gaining yearly increase of approximately 2 years in literacy skills (50 points in March and 50 points in June)

- Implement Read 180 to increase reading and writing ability which would enable students with disabilities to reach standards. Read 180 focuses on reading comprehension –students read fiction and nonfiction. In addition, the program focuses on a variety of different types of writing and vocabulary acquisition. This program will increase student’s ability to independently read a variety of different types of texts

- Benchmarks:** November, January, March and June following same procedures as in System 44 with an expectation of an increase of 2 years literacy skills
- Double periods of English (Reading and Writing Workshops) have been instituted to facilitate student’s understanding and to fulfill requirements to satisfy the new common core standards Timeline: September 2012 – June 2013
 - Double periods of Mathematic have been instituted to facilitate student’s understanding and to fulfill requirements to satisfy the new state common core standards Timeline: September 2012 – June 2013
 - Double periods of United States History ICT class which flips with Earth Science ICT class have been instituted to provide sophomores with the opportunity to sit for both Regents in one school year Timeline: September 2012 – June 2013

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - Select the fund source(s) that your school is using to support the instructional goal.
 - Supervisor per session 53 hours (Ms. Budney)
 - 1624 hours for teachers who will teach 27 PM courses during PM school 3pm-6pm (27 teachers of staff x # 60 hours for the semester of hours x # 30 sessions)
 - 60 hours of secretary per session to support PM school
 - 100 hours of school aide overtime to support PM school
 - Co-op Student Aide 420 hours of student aide hours to support PM school
 - “Teacher Per Session” and the #5 teachers staff x# 187 hours x# of 187 1 hour tutoring sessions.
 - Achieve 3000 to support literacy and language development
 - Textbooks will be purchased to create classroom libraries of non-fiction text.
- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The YWCA offers a variety of Literacy based activities across content areas that Students with Disabilities participate in:
 Drama Classes, Creative Writing Classes, Poetry Classes, ELA Tutoring and Regents Prep for all subjects
 - Bully Intervention Program conducted by Social Workers
 - Violence Prevention Program conducted by Social Workers/Crisis Intervention Teacher
 - S.P.A.R.K. Service provided by SPARK Counselor
 - With the added literacy based activities offered by the YWCA –opportunities are expanded for students with disabilities to reach standards towards

passing Regents and RCT Reading and Writing thus increasing the graduation rate

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

___ 6.2 Welcoming environment	X	___ 6.4 Partnerships and responsibility
___ 6.3 Reciprocal communication		___ 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
To increase the number of parents participating in The NYC Parent Academy, a citywide program in collaboration with Long Island University, dedicated to creating and enhancing partnerships within school communities--by strengthening parent involvement--to support student achievement.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The Parent Academy is designed to offer school communities the training and resources needed to best support their families and to make parents informed and involved partners in the educational lives of their children.

Fostering Communication (Standard 1 of the NYCDOE's Partnership Standards

Understanding Special Education and Supporting Your Child's Ability to Learn

Encouraging Parent Involvement (Standard 2 of the NYCDOE's Partnership Standards)

Understanding Common Core Learning Standards, Standardized Tests, and Response to Intervention

Staff: School Business Manger who serves as a parent liaison

Timeline: Revolving participation

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
- The funds will be used for refreshments for the parents during PTA Meetings.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Saturday Academy is available for students in grade 9-12 • Push-in and pull-out small group support classes are available for all students • Lunch and learn tutoring for level one students • Y.W.C.A. after school programs: 21st Century Community Learning Center Fresh Start 	Small group, one-to-one	After school During school During school After school
Mathematics	<ul style="list-style-type: none"> • Saturday Academy is available for students in grade 9-12 • Push-in and pull-out small group support classes are available for all students • Lunch and learn tutoring for level one students • Y.W.C.A. after school programs: 21st Century Community Learning Center Fresh Start 	Small group, one-to-one	After school During school During school After school
Science	<ul style="list-style-type: none"> • Saturday Academy is available for students in grade 9-12 • Push-in and pull-out small 	Small group, one-to-one	After school

	<p>group support classes are available for all students</p> <ul style="list-style-type: none"> • Lunch and learn tutoring for level one students • Y.W.C.A. after school programs: <p>21st Century Community Learning Center Fresh Start</p>		<p>During school</p> <p>During school</p> <p>After school</p>
Social Studies	<ul style="list-style-type: none"> • Saturday Academy is available for students in grade 9-12 • Push-in and pull-out small group support classes are available for all students • Lunch and learn tutoring for level one students • Y.W.C.A. after school programs: <p>21st Century Community Learning Center Fresh Start</p>	Small group, one-to-one	<p>After school</p> <p>During school</p> <p>During school</p> <p>After school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor refers eligibility Title I student for SES</p> <ul style="list-style-type: none"> • SAPIS counseling by referral daily • Y.W.C.A. after school programs: <p>21st Century Community Learning Center Fresh Start</p>	Small group, one-to-one	Before, during and after school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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;
- have ARIS training several times for the school year. Parents can look at their child's attendance, credit accumulation, regents passing grade, and total credits requirements per subject area;
 - per grade level, guidance counselors offer Q&A twice per year, once in September, and another February. Parents are abreast of their child's progress in school;
 - transcripts are send home with class grades explanation and an opportunity for the parents to schedule meetings other than open school night;
 - classes for parents "Using Technology" from Title I per session are offered. This is open to all parents. These classes offer resume writing, email access, word and other computer skills;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
 - during the year student take several state assessments. Parents are provided with letter from bag pack and mails, to phone call in various languages on the necessity of their child presents and the reason for the assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - The Y.W.C.A. at Murry Bergtraum High School offers a variety of literacy based activities. All activities which involve reading, writing, listening and speaking for parents. The activities offered by the Y.W.C.A. are:
 - Drama Classes
 - Creative Writing Classes
 - Poetry Classes
 - ELA Tutoring
 - Bilingual Drama Classes
- provide parents reasonable access to teachers and support staff. Specifically MBHS teachers

and support staff will be available for consultation with parents as follows:

- Parent-Teachers conferences will be held twice yearly
- Teachers will be available to meet with parents during professional time

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 1st 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 1st 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.
- Come to school prepared to learn with all the materials and tools of learning-pens, pencils, books, homework, etc.:
- Participate in classroom and school-wide activities:
- Follow the school's dress code:
- Give to our parents/guardians all notices and information we receive at school
- Follow the Chancellor's Regulations on student's electronic policy

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Doug Knecht /Kathy Pelles	District 02	Borough Manhattan	School Number 520
School Name Murry Bergtraun			

B. Language Allocation Policy Team Composition [?](#)

Principal Lottie Almonte	Assistant Principal Barbara Cortes
Coach Ms. Zelenak	Coach Ms. Morris
ESL Teacher Louise Oppedhal	Guidance Counselor Sandra Badillo
Teacher/Subject Area Ms. Wu/Living Environment	Parent type here
Teacher/Subject Area Mr. Male/Social Studies	Parent Coordinator N/A
Related Service Provider type here	Other Ms. Chan
Network Leader Kathy Pelles	Other type here

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	4	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	12
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1779	Total Number of ELLs	202	ELLs as share of total student population (%)	11.35%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The Home Language Identification Survey (HLIS) will be administered by the ESL Compliance Assistant Principal at the initial screening. In the Assistant Principal's absence, the HLIS will be administered by ESL Teacher L. Oppedahl. Both are qualified to administer this interview due to their experience. In the interview, students are asked a series of questions such as, "In what language do you dream?", "In what language do you prefer to read?" The students and parents are shown the video on ELL services in New York City Schools. On the survey, our staff documents that the student was interviewed and determined to be eligible for ELL services. The LAB-R is administered at this time and the student will receive a program.

2. During the initial interview the ESL Assistant Principal's office, parents are given the opportunity to watch the video so that they may understand the various program choices. Murry Bergtraum High School offers:

- a. Free Standing ESL
- b. Transitional Bilingual

We will help the parent locate a high school that offers Dual Language program, if the parents prefer.

3. The ESL Compliance Assistant Principal collects all signed forms at the intake interview. Copies of all signed forms are kept in both the student's file as well as the school's file. All responsible parties continually stress the importance of returning further signed forms until the file is complete.

4. The parents will have the opportunity to understand the various programs offered. Murry Bergtraum High School has the in house capability to translate to Spanish and Chinese. However, if a translator is required to explain our programs, we will arrange with the NYCDOE Translation Office to have one present. Once all program choices have been explained in detail and understood by the parents, we will respect the choice made by the parents.

5. At Murry Bergtraum High School the trend is Transitional Bilingual in Chinese and Spanish.

6. Parents are satisfied with both of the academic programs that we offer to the ELL population.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish and Chinese
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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										28	28	24	36	116
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										34	6	2		42
Push-In														0
Total	0	0	0	0	0	0	0	0	0	62	34	26	36	158

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	202	Newcomers (ELLs receiving service 0-3 years)	119	Special Education	52
SIFE	19	ELLs receiving service 4-6 years	40	Long-Term (completed 6 years)	42

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	84	19	1	21		1	10			115
Dual Language	0									0
ESL	25		5	8		1	9		4	42
Total	109	19	6	29	0	2	19	0	4	157

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										51	25	21	18	115
Chinese										6	2	3	3	14
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	57	27	25	21	130								

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- 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?

Instruction is Self-Contained for ELA, Native Language, Global History, U.S. history, Math and Science. We will be training teachers on the SIOP model during the school year 2012-2013.

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

2. The mandated number of instructional minutes is provided according to each individual student proficient level. All the CR154 mandates are followed in the students' program. The curriculum for each subject area has been aligned to the Common Core Standards. We are developing appropriate progress indicators and grade appropriate activities as part of the program. Instruction is provided in Chinese or Spanish for the content area classes. Students are placed in the ESL classes by their abilities.

3. The content areas are delivered in the students' native language in the Transitional Bilingual Program. The free standing ESL provide instruction in English for the academic subjects and ELA in the ESL class. Differentiation in content areas with native language support by the teacher. In the fall 2012 we began using the SIOP (Sheltered Instruction Observation Protocol) in Global History. The model allows the teacher to design clearly defined content and language objectives and adapt the lessons of the general education students to allow ELLs the opportunity to study the same material as their peers and achieve with similar academic rigor while improving their reading, writing and speech in English.

4. ELLs are evaluated in their native language by the native language teacher. We have developed an in house diagnostic exam in Chinese and Spanish.

5.

A. One on one instruction during the Bilingual Enrichment Program, aided by a computer based learning and native language support. Murry Bergtraum High School bilingual students are part of "Bilingual Cluster" where a teacher will work closely with them to identify their interests and personalize their learning needs.

B. Content instruction is intense in academic vocabulary which is broken down and reviewed in ELA and ESL class. New York State ELA exam preparation is supported by our Literacy coach.

C. ELLs will be tested at the beginning of the year with an in house literacy program and Math.

This data will then be analyzed along with the results of the student's last NYSESLAT exam. Individual learning plans will be devised with special emphasis in the areas that student shows weaknesses.

D. ELLs will be tested at the beginning of the year with an in house literacy program and Math.

This data will then be analyzed along with the results of the student's last NYSESLAT exam. Individual learning plans will be devised

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	Chinese and Spanish		
Social Studies:	Chinese and Spanish		
Math:	Chinese and Spanish		
Science:	Chinese and Spanish		

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

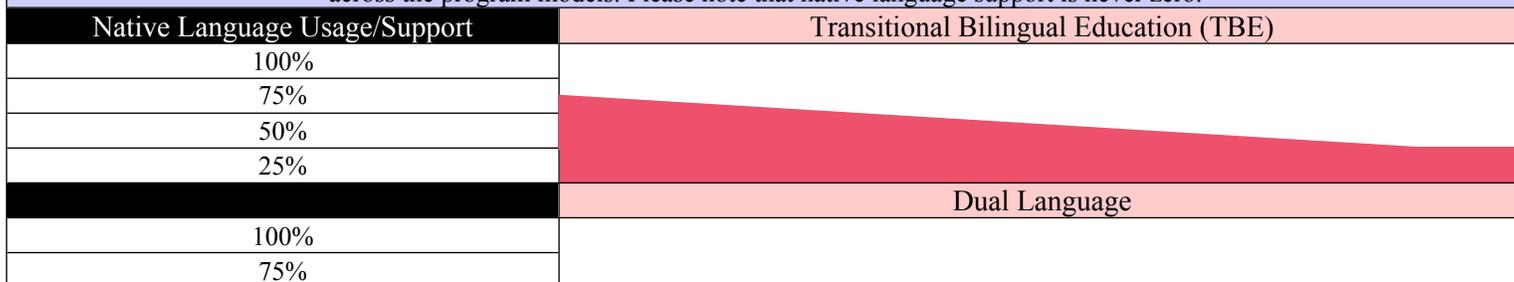
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Our current ELL population is supported by many native speaking teachers and administrators. As often as possible, we make use of peer to peer instruction to ease shyness and expression. ESL students have the opportunity through Title III to stay after school and participate in the Bilingual after school using Castle Learning Online.

9. Transitional support for ELLs is provided via bilingual teachers and teachers. Once the student reaches proficiency on the NYSESLAT a list is given to all teachers to improve the school wide support.
10. At Murry Bergtraum High School we will begin training on SIOP model and will have "Bilingual Cluster" within the SLC model.
11. Murry Bergtraum High School does not have plans at this time to discontinue any programs or services for ELLs.
12. After school activities are open to all students and native language support is provided when necessary by administrators or teachers. Through Title III the Bilingual Enrichment Academy will be open in September.
13. The instructional materials include visuals and hands on materials are used to support all students and differentiate instruction. Ells have an English library in the classrooms as well as Social Studies. Science and SIFE libraries are going to be purchased this year with the Title III funds. Castle Online Learning will be available for students to do their work as well as to prepare for the upcoming Regents.
14. Currently at Murry Bergtraum High School we offer Spanish and Chinese as Native Language. The Native Language class will continue to work with the Social Studies class to improve their understanding and their writings.
15. Yes
16. This school year we are going to offer a bridge program for incoming bilingual 9th graders.
17. ELLs are offered Spanish and Chinese.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

DATE TOPIC/FOCUS

September

- (1) ESL Placement Levels
- (2) Identifying Diverse ELLS
- (3) Strategies to teach ELLs

October How to use Schedules

November Supporting SIFE Students

SIOP training

December Infusing Literacy in the Content Areas

SIOP Training

January Addressing the Needs of Long Term ELLS

SIOP Training

February Engaging Students for the NYSESLAT

March Portfolio Assessment

April Engaging students for the Regents

May ESL and Content Areas Curriculum maps

June ESL and Content Areas Curriculum Maps Review

E. Parental Involvement

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

1. The parent involvement is limited however in October we are launching a new initiative for parents. We will be offering ESL, computer classes as well as native language literacy. In addition to the classes, we are looking for agencies that will train parents for new jobs.

2. Yes, we partner with other agencies to provide services for the parents.

3. Parents need to be involved in their child's education. This year at Murry Bergtraum High School we are going to have several workshops during the school year in addition to the monthly Parents Association meeting. The workshops will be addressing the needs of the students as we move on the school year. Many of the topics will be:

a. What to do in High School?

b. How do I prepare my child to go to college?

c. How do I keep my child in school?

“PARENT WORKSHOP: FALL TERM”

This workshop is designed to provide parents of English Language Learners with a basic knowledge for navigating the New York City public school system. Areas addressed include: (1) How ELLs are identified; (2) Type of Program available at Murry Bergtraum; (3) NYSESLAT; (4) How to get ready for College; (5) Curriculum General Overview; (6) Supplementary Programs to Core Curriculum; (7) ARIS and Schedules and (8) School Contacts. Supplies at a cost of \$500.00 needed to collate material relative to the above-mentioned topics will be purchased for the workshop.

The workshop is held in November and co-facilitated by the ESL Assistant Principal, the College Advisor and an ESL teacher. Translation is provided for both Spanish and Chinese-speaking parents. Parents are also given an opportunity to debrief one-on-one after the workshop with any of the above-named personnel. The duration of this event lasts for four hours.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lottie Almonte	Principal		1/1/01
Barbara Cortes	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ms. Oppedahl	ESL Teacher		1/1/01
Janette Ramos	Parent		1/1/01
Mr. Male/Social Studies	Teacher/Subject Area		1/1/01
Ms. Wu/ Science	Teacher/Subject Area		1/1/01
Ms. Selenak	Coach		1/1/01
Ms. Morris	Coach		1/1/01
Ms. Badillo	Guidance Counselor		1/1/01
Ms. Pelles	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 520 School Name: Murry Bergtraum High School

Cluster: One Network: 112

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.

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

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.

Currently, Murry Bergtraum High School's bilingual/ESL population stands at approximately 202 students. In order to assist these parents in navigating the school system and learning about their child's educational needs, we must be able to communicate with them in their native languages (Spanish/Chinese). All school correspondence and any other written information pertinent to the child's overall school learning experience should be provided for these parents in their native languages. Additionally, our regular education and Special Education students have parents who also speak a language other than English. They too are in need of translation and interpretation services.

In order to assist these parents in navigating the school system and learning about their child's educational needs, we must be able to communicate with them in their native languages (Spanish/Chinese). Therefore, oral interpretation services will be necessary when providing workshops for parents of ELLs on all school-related matters. Additionally, the Phone Master system will be employed to disseminate important information via the phone to large numbers of students. Oral translation in Spanish is an option and will be utilized to communicate with parents of Spanish bilingual students.

Part B: Strategies and Activities

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

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

The service will be for the following:

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

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

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.

Teachers, bilingual guidance counselors and paraprofessionals will contact parents to address issues of attendance, lateness, and social and academic progress

Paraprofessionals will provide oral translation during parent conferences, workshops, etc.

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>.

Bill of Parent Rights and Responsibilities which includes parents rights regarding translation and interpretation services was sent home via mail.

Posted at our primary entrance to the school is a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our school safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Murry Bergtraum HS	DBN: 02M520
Cluster Leader: Clarence Ellis	Network Leader: Kathy Pelles
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 201
Grades to be served by this program (check all that apply): <input type="checkbox"/> 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 6
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The "BILINGUAL ENRICHMENT ACADEMY" is a program for our bilingual students to review course content in alignment with core standards aimed at extending the English language development of limited English proficient students with the use of core content demands (M, S and SS) aligned with the common core learning standards. Content areas include Math, Science, and Social Studies. Using a student-centered approach, and small group instruction, teachers will deliver instruction inclusive of practice, repetition and exploration of content through this ancillary program. To build students' capacity in acquiring the skills and knowledge needed to demonstrate performance according to standards Castle Online Learning will be available to each student. At the end of the course the classroom teacher will provide a final assessment of the subject in review to ensure that certain standards have been met.

This program will be taught by licensed teachers according to subject area. It will run over the course of 2 Sessions to end in June 2013. The Sessions are as follows:

Session 1: Total # of ELLS to be served: 75

☐ An E.S.L./certified bilingual teacher and a state certified content specialist will be teaching these classes. Castle on-line learning program is a supplemental computer assisted instruction that the school will be utilizing and/or after school session and will not supplant the core curriculum during the day.

☐ Session will run from January-January 31, 2012, 8 sessions inclusive

☐ Group will include 20 - 25 E.L.L. students with varying language proficiency. Preference giving to 11, 12 grades. (75 students). The language of instruction will be English and Native Language Arts will be supported as needed.

☐ Program will run two days a week from Tuesdays, Thursdays 3:00 p.m. – 4:30 PM and Saturdays from 9:00 a.m. - 1:00 p.m.

☐ Entire Session will run for a total of 24 hours per class

☐ Targeted subject area is Math and/or Social Studies focusing on the academic language that will help E.L.L.s develop the ability to unpack mathematical/social studies complex text and also to write explanations that incorporate mathematical/social studies vocabulary to defend a position or argument.

Session 2: Total # of ELLS to be served: 75

☐ An E.S.L./certified bilingual teacher and a state certified content specialist will be teaching these classes. Castle on-line learning program is a supplemental computer assisted instruction that the school

Part B: Direct Instruction Supplemental Program Information

will be utilizing and/or after school session and will not supplant the core curriculum during the day.

- ☐ Session will run from February 5, 2013 to June June 15, 2013, approximately 35 sessions
- ☐ Groups will include 20 – 25 ELL students with varying language proficiency, grades 9 - 12. The language of instruction will be English and Native Language Arts will be supported as needed.
- ☐ Program will run two days a week from 3:00 p.m. – 4:30 PM and selected Saturdays beginning in mid May and June.
- ☐ Entire Session will run for 18 weeks totaling 65 hours per class.
- ☐ Targeted subject areas are Math, Science and Social Studies focusing on the academic language that will help E.L.L.s develop the ability to unpack academic text and also to write a written response that incorporates academic vocabulary in a coherent and cohesive manner.

“SIFE/NEWCOMERS/SWD/ ACADEMY” (75 students to be served)

The SIFE ACADEMY is an afterschool enrichment program to address the needs of our SIFE students. With an enrollment of 99 current SIFE students, there is a great need to develop the basic literacy skills of this population who’ve had numerous interruptions in their formal education. The classroom teacher will incorporate strategies to address basic grammar, sentence structure, mechanics, and fundamental writing skills. This foundational support will equip students with reading and writing skills to address standards-based curriculum in their varied content areas. 02M520 utilizes the Read 180 program for SIFE/Newcomers during the day however, for this supplemental activity, we are proposing to utilize System 44 as a compliment. (Different funding sources will be used to purchase this program.)

It is the intent of this proposed program that the English Language development of E.L.L. participants will be increased in reading and writing as supported by the tenets of the program.

The language of instruction will be in English with Native Language Arts support provided as needed.

This program will be taught by a licensed ESL teacher. It will run over the course of 2 cohorts to end in June 2013. The cohorts are as follows:

Cohort 1:

- Session will run from November to January, 9 sessions
- Group will include 25 SIFE students in grades 9-10
- Session will run from 3- 4:30 PM two days of the week, Tuesdays and Thursdays and Saturdays from 9:00 a.m. - 1:00 p.m.
- Session will run for duration of 4 weeks totaling 24 hours

Part B: Direct Instruction Supplemental Program Information

Cohort 2:

- Session will run from February 5, 2013 to June 15, 2013
- Group will include 25 SIFE students in schools 9-12
- Session will run from 3 – 4:30 PM two days of the week, Tuesdays, Thursdays and Saturdays from 9:00 - 1:00 p.m.
- Session will run for duration of 18 weeks totaling 65 hours

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: DATE TOPIC/FOCUS

Presenter: C.U.N.Y. - New York State Initiative for Emergent Bilinguals (N.Y.S.I.E.B.) - once a month for the entire school year.

Participants include: All English, E.S.L. and Social Studies teachers of which, six teachers are working directly at providing instruction in the T3 program.

Listed below are the scheduled professional development series offered the third 1:45 p.m. - 2:55 p.m. Wednesday of

October - December: ELL's and the Common Core (Social Studies), Teacher inquiry training to create PBA's as per citywide expectations. Results will be shared schoolwide. Oct. 3,10,17,24,31 Nov. 7,14,21,28, Dec. 5, 12, 19

January - March : ELL's and the Common Core (ELA), Teacher inquiry training to create PBA's as per citywide expectations. Results will be shred schoolwide. January 2, 9, 16 ,Feb. 6, 13, 20, 27, March 6, 13, 20, 27

April - Engaging students for the NYSESLAT-TBD

Part C: Professional Development

May - June: ESL and Content Areas Curriculum Maps Rev -TBD

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: "PARENT WORKSHOPS: FALL TERM"

Three workshops are designed to provide parents of English Language Learners with a basic knowledge for navigating the New York City public school system. Areas addressed include: (2) Types of Program available at Murry Bergtraum; (3) NYSESLAT; (4) How to get ready for College, (5) Curriculum General Overview; (6) Supplementary Programs to Core Curriculum; (7) ARIS and Schedules and (8) School Contacts. These workshops are scheduled for January 7th, 14th and 21st, 2013.

The workshop will be held in November and co-facilitated by the ELL Guidance Counselors, an ESL teacher, and our Parent Liaison. Translation is provided for both Spanish and Chinese-speaking parents. Parents are also given an opportunity to debrief one-on-one after the workshop with any of the above-named personnel. The duration of this event lasts for four hours.

Spring term:

Three workshops days are tentatively scheduled for April 8th, 15th, and 22nd, 2013

Types of programs

NYSESLAT, curriculum night, Regents and College Readiness for ELLs

Part D: Parental Engagement Activities

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Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		