



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: NEW MILLENNIUM BUSINESS ACADEMY\MS 328

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

PRINCIPAL: DORALD BASTIAN

EMAIL: DBASTIAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
Dorald Bastian	*Principal or Designee	
Michelle Sbano	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Dr. Selma Bartholomew, PHD	CBO Representative, if applicable	
Shanieka Muniz	Member/ Teacher (Non-Voting)	
Sophia Collins	Member/ Teacher	
Desi Washington	Member/ Parent	
Fatou Ndiaye	Member/ Parent	
Susana Arroyo	Member/ Parent	
Denise Abadia	Member/ Parent	
Medina Caines	Member/ Parent	
Michael Aufiero	Member/ Teacher	

Laura Weiss	Member/Teacher	

** 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.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

- *Ensure that action planning includes interim goals and benchmarks for all plans in order to make adjustments and accelerate student growth. (2011-2012 School Quality Review, page 5)*

Tenet 2 SCHOOL LEADERSHIP 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.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013 at least 95% of instructional planning in all content areas will include interim goals and benchmarks in order to make adjustments and accelerate student growth.

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.

a) Strategies/activities that encompass the needs of identified student subgroups

- Provide structured and facilitated opportunities to re-engage school administrators and school staff in examining and refining school vision statement for the purpose of sustaining a culture committed to college and career readiness goals for ALL learners. Attention will be given to utilizing school quality review findings, school goals, and multiple data sources (i.e., student performance data on NYSED assessment, benchmark data, and student work).
- Developing a shared vision and understanding of how to effectively utilize the school's online Portal to ensure transparent and cohesive goals, and action plans. Attention will be given to documenting and showing evidence of the systems and structures in place to support teachers and all staff as they develop a greater understanding of a common framework for teaching and monitoring student progress. Evidenced by planning and implementing structures for student academic habits of mind (e.g., math note-taking demonstrating reasoning and problem-solving).
- Design and implement a school based leadership and instructional framework that articulates a cohesive timeline and milestones for the 2013-2014 school year.
- Continue to provide structured school inter-visitations with selected peer schools. Attention will be given to SIOP implementation, informal observations via the Danielson Framework (2007) and strategies for meeting the needs of targeted subgroups.

- Continue to protect and provide opportunities for school administrators to attend professional development provided by school support network and professional organizations.
- b) Key persons responsible for implementing, monitoring, and evaluating goals, strategies, activities, timelines and the effective use of resources will include:**
- Principal, assistant principals, instructional lead teachers, teachers, and network and external support.
- 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.**
- Re-examining and finalizing the school's shared vision statement
 - Framework for the 2013-2014 school year will be completed by June, 2013
- d) Timeline for implementation**
- School's updated vision statement will be developed during the 2013-2014 school year.
 - School's framework for the 2013-2014 school year will be developed and implemented during the 2013-2014 school year.

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.

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Funds will be allocated to cover classroom instruction, coaching and administrative staff based upon student programming needs using Tax Levy and Title I funds. Additional funds will be applied to OTPS including:

- Supplies and materials to support instruction:
 1. 20 Books SIOP instructional strategies
 2. 20 books, *Driven By Data*
- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- NYSTL library resources and software: Math and ELA online tutorial programs: *Mathletics*, *RevolutionK12*, *Achieve 3000*
- Teacher professional: Renew school license to PD360, a professional development online video series covering a wide range of Teacher PD topics

- 1. Three staff members will be trained in QTEL by February, 2013. These teachers will then participate in a lesson study Facilitated by certified QTEL staff developer. 95% of MS 328 staff will participate in this site-based instructional lab-site.
- 2. In addition 100% of teaching staff will be trained in Inquiry Team process and 2012-13 goals.
- 3. 100% of math teachers will attend weekly professional development workshop 2-hours weekly with math consultant during which they will write\modify mathematics curriculum, fully aligning the current curriculum to CLLS by June, 2013. development

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

- *Further develop the curriculum and academic tasks to include rigorous and challenging learning experiences that foster higher order skills so that students are cognitively engaged. (2011-2012 SQR, page, 5)*

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

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Design and implement engaging, rigorous and coherent curricula for a variety of learners that is aligned to the key Common Core Learning Standards by June 2013.

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.

The research underpinnings for NMBA's strategies and activities are centered on the goal of creating strong professional learning communities. Research and best practices tells us that professional learning is most effective when it is not done in isolation or as a one shot. Meaningful professional development aimed at building teacher capacity must be a part of a comprehensive strategic plan of the school and aligned with the goals for reform (Elmore & Burney, 1997; Cohen & Hill, 2001, Garet et al, 2001; Penuel, Fishman, Yamaguchi & Gallaher, 2007; Supovits, Mayer, & Kayle, 2000). Most important, Professional Learning Communities (PLCs) that reflect the inherent spirit of collaboration and provide consistent opportunities for all teachers including special education and ESL teachers to meet and discuss the needs of the learners over an extended period of time does promote positive school change that reaches beyond individual classrooms (Hord, 1997; Joyce & Calhoun, 1996; Luis, Marks, & Kruse, 1996; McLaughlin & Talbert, 2001), Newman & Welhage, 1997)

Our school is committed to developing a common framework and shared language for examining teacher and leader practices. "A framework for professional practices can be used for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching" (Danielson, p. 2). In addition, to the Danielson (2007) framework, our school and network has also examined the SIOP model given the needs of identified subgroups. Vogt, Echeveria, and Short (year) note that

Our school's strategies and activities align to the above research underpinnings and our goals for meeting the needs of the identified subgroups (i.e., ELLS, SWDs, and students in targeted performance level groups).

a) Strategies/activities that encompass the needs of identified student subgroups

NMBA's strategies and activities will provide attention to research-based structures for improvement aimed at building teacher capacity.

- Provide and protect research based professional development structures that includes core content area teams (i.e., math and ELA) and Cross Curricula Inquiry Teams to support teachers and build teacher capacity as they unpack Common Core Learning Standards, develop curricula units, and academically rigorous assessments.
 - Job embedded professional development include: (1)CCLS, (2) SIOP training, (3) *Santa Cruz Model for Looking at Student Work*, (4) School online Portal, (5) Reading conferences, (6) School assessment program and (7) Cross Curricula Inquiry Team work.
- Provide high quality technical support to teachers as they work to meet the goals of implementing the new CCLS and developing CCLS aligned curricula units. Teachers will receive technical support from the school principal and assistant principals (2) who serve as instructional leaders. In addition, continue to provide and protect the structure of instructional lead teachers who help to build capacity within the core content areas of mathematics and English Language Arts. Provide network support and technical support from external providers.
- Utilize the school's online Portal to provide a structure for meeting the school's SCEP goals for implementing the new CCLS, developing and aligning curriculum, and building professional learning communities.

The above structures will support our goal in designing and implementing engaging, rigorous and coherent curricula that is aligned to the new CCLS. The following strategies/activities will support curriculum and assessment goals.

- Core Content Area teams will develop curriculum units that are aligned to the new CCLS with attention to academically rigorous performance tasks.
- Cross Curricula Inquiry Teams will continuously collaborate and utilize a structured research based protocol for examining student work. Teachers will continuously analyze the student progress with CCLS standards, essential understandings and identify what skills student have attained in order to make strategic instructional decisions. Attention will be provided to core instructional strategies to meet the needs of targeted subgroups.
- Develop and implement on-going benchmarks with performance based tasks in literacy and mathematics. Assessments will provide attention to ensuring multiple entry points for ALL learners and identified student subgroups (i.e., ELLS, SWDs, and students performing at targeted students within each performance level groups).
- All teachers will accord with researched-based lesson-planning strategies, components and features embodied in the SIOP and QTEL approach. These strategies include, writing content and language objectives, clearly delineating how they will make content comprehensible and provide scaffolds to support all learners, review and assessment through frequent checks for understanding.
- Accordant with 2012-2013 NYCDOE Instructional expectations, science and social studies teachers will plan and deliver at least one unit that is fully aligned to the new CCLS.

b) Key persons responsible for implementing, monitoring, and evaluating goals, strategies, activities, timelines and the effective use of resources will include:

- Principal, assistant principals, instructional lead teachers, teachers, network, and external support.

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. The target to evaluate NMBA’s progress will include:

- At the end of each unit teachers will utilize the research-based *Santa Cruz Model for Looking at Student Work*. To monitor the progress for every CCLS unit, core subject area teachers will organize student writing performance data. Specifically, they will identify students who have met identified writing targets and areas of deficiencies. As a result teachers will form targeted student workgroups and implement instructional strategies to address areas of weakness.
- Implement a common framework for teacher observation and feedback which are aligned to the Danielson Framework (2007). Each teacher will be observed at least 2x formally and at least 10x informally during the school year. Data for observations will be continuously collected and shared.
- Utilize the professional development structures to unpack and share student performance data from on-going benchmarks performance based tasks in literacy and mathematics. This will be done for every CCLS unit implemented.

As a result of utilizing these targets to evaluate our progress, effectiveness and impact, we will reflect, refine/modify curricula units.

d) Timeline for implementation

- Cross curricula team and Inquiry Team (on-going)
- Classroom observations (on-going)
- Analyzing data and student work (on-going)
- Curriculum development and refinement (Aug 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.

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Funds will be allocated to cover classroom instruction, coaching and administrative staff based upon student programming needs using Tax Levy and Title I funds. Additional funds will be applied to OTPS including:

- Supplies and materials to support instruction:
 3. 20 Books SIOP instructional strategies
 4. 20 books SIOP content-based instruction
 5. 20 books, *Driven By Data*
- Teacher/Para/School Aide per session for extended day learning and Saturday programs

- NYSTL library resources and software
- Teacher professional:
 1. Three staff members will be trained in QTEL by February, 2013. These teachers will then participate in a lesson study Facilitated by certified QTEL staff developer. 95% of MS 328 staff will participate in this site-based instructional lab-site.
 4. In addition 100% of teaching staff will be trained in Inquiry Team process and 2012-13 goals.
 5. 100% of math teachers will attend weekly professional development workshop 2-hours weekly with math consultant during which they will write\modify mathematics curriculum, fully aligning the current curriculum to CLLS by June, 2013. development

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

- *Ensure that feedback teachers receive clearly articulates expectations for instructional practices that leverage student outcomes. (2011-2012 School Quality Review, page 5)*
- *Schools will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. (City-Wide Instructional expectations, 2012-2013)*

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

- Adopt and implement a research based framework for teacher effectiveness by June 2013.

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.

Charlotte Danielson (2007) provides a structured framework for the clinical supervision of instruction and developing a shared and common language for examining the practices of teachers and leaders. Richard Elmore (2004) notes that "improvement above all entails learning to do the right things in the setting where you work" (p. 73). The strategies and activities aimed at building teacher effectiveness center on consistently collecting classroom observations data and providing structured opportunities to provide teachers feedback on how instruction impacts student outcomes. To produce strong effects of professional development on practice, professional learning must focus on teachers, their knowledge of how to engage in pedagogical skills and how to teach specific kinds of content to learners. In addition, a consistent and cohesive focus must be given to student learning, and the skills students are expected to demonstrate (Blank, De Las Alas & Smith, 2007; Carpenter et.al, 1989; Lieberman & Wood, 20002; Merck and Methven, 1991; Saxe, Gearhart & Nasir, 2001; Wenglinsky, 2000).

a) strategies/activities that encompass the needs of identified student subgroups:

Teacher Effectiveness

- School principal and assistant principals (2) who serve as instructional leaders will consistently and cohesively provide classroom observations utilizing research based protocols informed by Danielson (2007) framework for clinical supervision of instruction with a strong cross-walk to SIOP (Vogt, Echevarria & Short).
- Teacher effectiveness will be monitored utilizing an observation protocol based upon our researched-based framework in order to strategically articulate targeted domains for teacher development.
- Develop and implement individualized Teacher Growth Plans for ALL teachers utilizing the data from teacher observations. The Teacher Growth Plan will ensure that ALL teachers have articulated goals to improve lessons that demand critical thinking and active student engagement through projects creation, and critical analysis in the four core content areas. In addition, teachers will plan and deliver lessons that require higher order, critical thinking skills (DOK) and using the SIOP framework.
- Conduct Baseline teacher observations at the beginning of the school year to assess teacher effectiveness, development, and the progress teachers are makings as a result of ongoing high quality professional development, clinical feedback from instructional leaders, and individual teacher reflection utilizing Teacher Growth Plans.
- Provide high quality professional development and technical support to teachers in understanding the common framework for lesson planning and delivery to ensure that expectations are clear and teacher capacity is developed. Attention will be provided to Domain 1 (Planning and Preparation) and Domain 3 (Instruction) with the goal of strengthening teacher questioning and facilitating of discussion.

b) Key persons responsible for implementing, monitoring, and evaluating goals, strategies, activities, timelines and the effective use of resources will include:

- Principal, Assistant Principals (2), instructional lead teachers (3) teachers and (4) network and external support.

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. The target to evaluate NMBA's progress will include:

- Implement a common framework for teacher observation and feedback which includes a crosswalk to the Danielson Framework. Each teacher will be observed at least 2X formally and at least 10X informally during the school year.
- Utilize the professional development structures to help teachers understand the Danielson and SIOP common framework for lesson planning and delivery of instruction.

As a result of utilizing these targets to evaluate teacher progress, effectiveness and impact, we will refine Teacher Growth Plans during the 2013 school year.

d) Timeline for implementation

- Classroom observations (on-going)
- Analyzing data and student work (on-going)
- Curriculum development and refinement (Aug 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.

X Tax Levy X Title IA Title IIA X 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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Funds will be allocated to cover classroom instruction, coaching and administrative staff based upon student programming needs using Tax Levy and Title I funds. Additional funds will be applied to OTPS including:

- Supplies and materials to support instruction
- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- NYSTL library resources and software
- Teacher professional:
 1. 100% of teachers will participate in teacher goal setting conferences following their baseline observations by October, 2012
 2. 100% of teachers will participate in informal observation followed by teacher post-observation conference in six-week cycles beginning in October, 2012 and ending June, 2013
 3. Working in content area teams 100% of Math and ELA teachers will meet weekly to analyze student performance trends on unit-based assessments in 6-8 week cycles using the *Santa Cruz Model for Looking at Student Work Together* development

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

- *In response to feedback on the Learning Environment Survey and a history of safety challenges, both in and outside of the building, the school has ramped up professional development to support faculty and staff in creating a safer and more respectful school culture. Through the implementation of ... Positive Behavior Intervention Support (PBIS), the increase in the number of safety agents, and frequent school-home communication, there has been a decrease in the number of fights on and off campus. 2011-2012 SQR, page 3.*

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

- Continue to build upon school structures that support a safe, positive learning environment with specific emphasis on the implementation of PBIS.

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.

Positive Behavior Interventions and Supports (PBIS) apply research-based behavioral systems methods to address safe school goals aimed at creating learning environments conducive to teaching and learning (Turnbull et al., 2003). The principles needed to create and sustain effective functional environments occur in three phases: school-wide for the entire school community (primary), in the classroom for target behaviors and expectations (secondary), and individual interventions for high-risk students (tertiary). The framework of PBIS incorporates four elements to sustain effective interventions (Horner, Sugai, Todd, & Lewis-Palmer, 2005). The four key elements of PBIS include outcomes, practices, data, and systems that sustain effective behavior interventions (Turnbull et al., 2003). Creating a hierarchy of consequences establishes procedures that show a relationship to behavior (Turnbull et al., 2003). PBIS is implemented in more than 10,000 schools in forty states. Under the Individual Education Act (IDEA) (2002), students with challenging behaviors should not be excluded for school. A longitudinal three-year study on suspension indicated 70% of students excluded from school entered the juvenile justice system (Turnbull et al., 2003). Sugai (2002) and the National Association of School Psychologists (2006) note that the premise of PBIS is grounded in behavioral theory. The PBIS framework has focused on contexts and outcomes of student behavior. Through implementation of research-based strategies and identified behaviors can change desired functional behaviors. The PBIS design has provided ongoing evaluation, assessment, reassessing, and monitoring of individual students to match support to student needs.

PBIS should be a collaborative endeavor that involves parents, school psychologist, teacher, counselors, and administrators. Most important, the design of PBIS is inclusive of all diverse student populations. Fifteen years of research showed that PBIS has been effective in sustaining and maintaining positive behavior in students and school environments (Sugai & Horner, 2006).

a) Strategies/activities that encompass the needs of identified student subgroups:

During the 2011-2012 school year the school took a close look at the systems in place for discipline, safety and respect. After examining the system we recognized the need to do more than simply enforce the New York City discipline code. The school leaders and staff saw the need to address the social emotional aspect of our students, with the understanding that this also positively impact the school culture as well as the student’s academic abilities. As a result the school adopted and has implemented the School Wide Positive Behavior Intervention System (SWPBIS). This system seeks to reward and encourage positive behavior. By adopting this framework the school body was able to come together to clearly define the values that they wanted to see demonstrated by their students. Students adhere to these core values that are taught explicitly and reinforced in every classroom by every member of the staff. During the 2012-2013 and 2013-2014 school years the school seeks to deepen their implementation of SWPBIS.

- **Create and sustain a SWPBIS committee responsible for evaluating, revising and providing a constant means of support for the staff. The team will strategies will include the following**
 - **Continue to implement the research-based SWPBIS system that proved successful based on implementation during the 2011-2012**
 - **Provide professional development to ALL staff on PBIS model??**
 - Students will be tracked daily and given points based on their positive behaviors for each instructional period.
 - Grade level teams will designate a SWPBIS leader to facilitate weekly discussions and decide on possible rewards and incentives for their respective grade.
 - Rewards and incentives will be issued weekly, monthly, and quarterly to allow students multiple opportunities to demonstrate positive behaviors.
 - Students will be tracked daily and given points based on their positive behaviors for each instructional period.
 - Rewards and incentives will be issued weekly, monthly, and quarterly to allow students multiple opportunities to demonstrate positive behaviors.
 - School leaders will hold weekly SWPBIS school wide assemblies to issue awards/ incentives and highlight SWPBIS throughout the school.
 - SWPBIS leaders will meet monthly with Principal to monitor PBIS priorities and progress.

In addition to monitoring and implementing the SWPBIS the school also has adopted the mayor’s attendance initiative to help boost student attendance. The following strategies and activities will be implemented to help meet the goals for improved attendance.

- Students with more 18 absences for the 2011-2012 year are selected and assigned in groups of five to different staff members. Designated staff mentors will provide “soft-touch” mentoring to students who have been identified as chronically absent during the 2011-2012 school year. These students will be expected to improve their attendance to a minimum of 90% by the end of the 2012-2013 school year.
- School leaders and staff will continue to analyze and monitor student attendance weekly to chart progress towards goals.

b) Key personnel and other resources used to implement these strategies/activities

- Principal, assistant Principals, SWPBIS committee, Teacher grade teams, Homeroom Teachers , Classroom Teachers, School attendance Teacher, parent coordinator, and guidance counselor.

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.

- Continue to implement the research-based SWPBIS system implemented in the 2011-2012
- Create and maintain a SWPBIS committee responsible for evaluating, revising and providing a constant means of support for the staff from September 2012- June 2013 (quarterly)
- Conduct weekly grade team meetings to discuss and support SWPBIS implementation from October 2012 – June 2013 (ongoing)
- School leaders will conduct weekly school-wide assemblies to promote SWPBIS highlights and reinforce school core values September 2013- June 2013 (ongoing)
- Host weekly, monthly and quarterly events to incentive student body and highlight PBIS implementation
- Collect and review PBIS data collected for each class during grade level team meetings and during quarterly SWPBIS committee meetings
- Provide PBIS training (ongoing)
- Share PBIS data with students, staff, and parents (ongoing)

d) Timeline for implementation

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.

X Tax Levy X 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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Funds will be allocated to cover classroom instruction, coaching and administrative staff based upon student programming needs using Tax Levy and Title I funds. Additional funds will be applied to OTPS including:

- Supplies and materials to support instruction
- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- NYSTL library resources and software
- Teacher professional development:
 1. 100% of teaching staff will participate in teacher training on PBIS tenets by October 2012.

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

The school's systems and partnerships support students and their families in continual learning, and promote students' personal growth and development. 2011-2012 SQR, page

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 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Continue parent outreach and partnership in meaningful ways that foster a positive, shared responsibility for youth development with specific focus on College and Career Readiness in practical, meaningful ways that include visits to college and universities from February, 2013 through May, 2013.

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,

Research Underpinnings

Parental Engagement: a set of relationships and actions that cut across individuals, circumstances, and events that are produced and bounded by the context in which that engagement takes place. (Barton, Drake, and Perez, 2006). According to Swanson & Deshler, 2003, a research-based model (Response to Intervention) when families, schools, and communities work together, children are more successful in school and schools improve. Families, students, community partnering across tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student success and taking ownership of student challenges. We believe that when the school community strategically aligns professional development, family outreach efforts and student learning experiences and support systems, our students thrive. Although this was an area of commendation on latest SQR, we endeavor to build upon the systems and structures we have put in place to ensure ongoing parent involvement.

Virtually all parents care about their children's education, but parents of color and parents from lower socio-economic backgrounds often show their support behind the scenes in ways that often go unrecognized by schools. Over the past 20 years, government initiatives, private foundations, comprehensive school reform models, and standards for educators have required schools to promote family and community involvement (Epstein & Sanders, 2006). With research showing an association between parent involvement and student achievement, school-family partnerships have become commonplace on the short list of recommendations for improving schools and addressing achievement gaps (Constantino, 2003). To break down the barriers between home and school there must be an understanding of what the barriers are and how they are sustained through the normative practices of schooling. Differences in terms of culture,

language, educational attainment, and expectations must be understood in order to make sense of how they frame how we come together as a learning community. Building the right kinds of spaces for the parents to share their stories with one another and with the school community would help erode the barriers (Barton, Drake, & Perez, 2-006). There is a need to reconsider conventional assumptions and practices in order to build bridges to families who do not readily respond to traditional parent-school activities. Many of the Special Education and ELL students are At-Risk children. Chilman (1971) suggested that barriers can be broken by "a bit more relaxation, a bit more empathy, a bit more recognition of the many complex factors that shape life for all of us." Parents with lesser education and limited resources have the most to gain from effective parent involvement activities (Karther & Lowden, 2009).

a) Strategies/activities that encompass the needs of identified student subgroups:

Our strategies to sustain and increase parent involvement and awareness provide attention to systems and structures. Systems and Structures to support and sustain strong parent communication include:

- Retention of a full-time parent coordinator, ongoing
- Creating systems and structures that engage families as partners in achieving our school's academic goals.
- Create awareness among parents of college and career readiness goals.
- Professional development for parent volunteers who are able to commit time to be school volunteers, School Leadership members, and parent Association Leaders.
- Plan ongoing celebrations that highlight student achievement and attendance

a) Staff and other resources used to implement these strategies/activities,

Staff and other resources that will be used to implement strategies that maintain and build upon parent involvement will include the following:

- Key staff members who will support this work: School leadership team coordinator, pupil accounting secretary, guidance counselor, community partners, pedagogical staff; ongoing.
- Planning and implementation of a family outreach plan, October, 2012
- Utilization of current data (our current state) to identify subgroups and analyze individual student needs
- New Parent Orientation, September, 2012
- Monthly parent workshops focused on school academic programming, ongoing
- Student recognition\celebration events, monthly –September – June
- Parent's Association and school partnership college trips to colleges and universities by May, 2013
- Annual Career Day event, April, 2013
-

b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

The steps that we will take to insure that teachers are involved in our effort to maintain and build upon parent involvement include the following:

- New Teacher training on how to conduct parent outreach via phone calls home, and parent-teacher conferences,
- All teachers will write a syllabus for the courses that they teach delineating clear expectations including their grading policies, materials needed and homework policies.
- Teachers will develop individual student academic goals and communicate these with parents
- Teachers will monitor student academic progress and maintain regular parent communication about student progress, and challenges.
- Select teachers will participate as members of the School Leadership Team
- Select teachers will partner with school's guidance counselor, parent coordinator and Parent's Association to plan annual career day event and college trips
- All teachers will commit to planning rigorous, lesson plans with multiple entry points for all learners to reinforce college and career readiness
c) timeline for implementation.

*Included above.

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.

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Funds will be allocated to cover classroom instruction, coaching and administrative staff based upon student programming needs using Tax Levy and Title I funds. Additional funds will be applied to OTPS including:

- Supplies and materials to support instruction:
 1. Two buses to facilitate trip to Washington D.C. \$4, 000
 2. Parent communication and fund-raising supplies: \$ 250.00
 3. Teacher Per session, \$1000
- Teacher/Para/School Aide per session for extended day learning and Saturday programs

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	Targeted Reading Comprehension, grades 6,7,8. Resources include, Achieve 3000, a researched-based, online reading comprehension toolkit. And teacher-created performance tasks aligned to the CCLS.	Small Group instruction , 1-12 teacher-student ratio. 100 students.	Services will be provided after school, Tuesday –Wednesday from 3:15 to 5:15 pm
Mathematics	Targeted Math Literacy, grades 6,7,8. Resources include <i>MatheEmatics</i> , a researched-based, online mathematics program. And teacher-created performance tasks aligned to the CCLS	Small Group Instruction, 1-12 teacher-student ratio 100 Students	Services will be provided after school, Tuesday –Wednesday from 3:15 to 5:15 pm
Science	ELL and SWD Students in grades 7-8 will attend Science AIS session where	Small Group Instruction, 1-6 teacher-student ratio 24	Services will be provided during the school day

	they will receive additional support with reading comprehension in science.		
Social Studies	ELL and SWD Students in grades 7-8 will attend Social studies AIS sessions where they will receive additional support with reading comprehension in Social Studies	Small Group Instruction, 1-6 teacher-student ratio 24	Services will be provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling services will be provided to students to reinforce social-emotional intelligence.	Individual and small group not to exceed 1-5 counselor student ratio	Services will be provided during the school day

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.

Recruitment:

Beginning in September, 2012, school administrative staff and parent coordinator will partner with six neighboring elementary schools to facilitate parent and student recruitment events at our historical feeder schools. In May, 2013 we will host at least two (2) open-school visits for rising fifth graders at the six feeder elementary schools. Students and students from these schools will attend informational sessions on site at MS 328.

Retention of HQT:

School administration will partner with the DOE office of teacher recruitment to recruit HQT to fill upcoming vacancies if any. 1% of our budget will be set aside to assist current teachers in their efforts to gain permanent certification in their area of specialty.

**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

**Title I Parent Involvement Policy and Parent-School Compact for
Middle School 328**

Section I: Title I Parent Involvement Policy

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 M.S. 328, *[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. M.S. 328 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 Advisory Council, as trained volunteers and welcomed members of our school community. M.S. will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that

parents can effectively support and monitor their child's progress;

4. Providing assistance to parents in understanding City, State and Federal standards and assessments;

5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

[add other activities, if applicable]

Middle School 328'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. The school will maintain this information.

In developing M.S. 328's 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, Middle School 328 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 Advisory Council. 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 for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual 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; and
- 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.

[add other activities, if applicable]

Middle School 328 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center 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; and
- 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;

[add other activities, if applicable]

Section II: School-Parent Compact

Middle School 328, *[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. M.S. 328 staff and the 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.

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 State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

[add other activities, if applicable]

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 a Title I Parent Annual 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, child care or home visits 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; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

[add other activities, if applicable]

Provide parents reasonable access to staff by:

Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

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; and

Planning activities for parents during the school year (e.g., Open School Week);

[add other activities, if applicable]

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; and

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;

[add other activities, if applicable]

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. I will also:
 - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - Share responsibility for the improved academic achievement of my child;
 - *[add other activities, if applicable]*

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;
- and always try my best to learn
- *[add other activities, if applicable]*

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

New Millennium Business Academy

1000 Teller Avenue
Bronx, New York 10456
718-588-8308

Dorald Bastian, Principal
Esteban Ocasio, Parent coordinator

Willett Nanton, AP
Raedyn Rivera, AP



SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED



Parent Coordinator
Parent Involvement Plan 2012-13 School Year.

It is of great importance that every parent knows who their parent coordinator is. Like the previous years I am determined to let every parent know who I am, and let them know that I am here to serve them.

- To begin, I will write a letter of introduction to every parent, introduce myself in person during the time of student entry and dismissal. Every parent that enters the office will be greeted by my person.
- I have also designed a parent contact form, to receive as much information as possible from the parent. (*A copy of the questionnaire is attached.*)
- Recruiting parents to get involved with the Parents Association is a high priority for me.
 - Designing flyers that will gain their interest.
 - Set meetings and elections on days that is most convenient for parents.
 - Offer incentives to parents who become involved with the Parents Association.
 - Examples: metro-cards for traveling
 - Breakfast/lunch served at meetings. Etc
- Design a monthly calendars with events and important information that will keep parents informed. The calendar will include:
 - **School activities.**
 - After school
 - Extended Day
 - Saturday Academy
 - **Special School Events**
 - School Dance
 - Picture Day
 - Trips
 - Graduation
 - **Parent Involvement Events**
 - Workshops
 - Meetings
 - Parent Teacher Conference
 - **District-wide activities.**
 - CEC Meetings
 - Presidents Council Meeting
 - Trainings/Workshops
 - **Important DOE events.**
 - **Non-School Days**

- Organize workshops that would keep parents informed of current urban situations and that can help them by providing them with proper resources. Workshops will include:
 - Internet safety & Cyber Bullying Prevention
 - Gang Awareness
 - Juvenile Delinquency
 - Public Assistance & SSI
 - Income Tax Solutions
- Conduct several luncheons for parents and students.
 - Eighth grade Black & White Ceremony
 - Parents Appreciation Award Ceremony

Parent Survey

In the month of January, we will begin our promotional campaign for the parent survey. I strongly feel that the more they are reminded of the survey; the chances of getting great results are higher than the previous years. The following are methods in which can be used to promote the parent survey.

- **Parent Survey Banner**: place a parent survey banner in the main office. Every time a parent enters the office, the banner will be at their view.
- **Posters and fliers**: Place posters @ student entry, mail out fliers, and hand them to parents when they enter the main office, and hand them out to students.
- **Letters**: Write a letter emphasizing the importance in the parental participation for this survey. Explain the role and importance of the survey.
- **Competition**: Organize a competition between each classroom. The class with the most parental involvement receives a pizza party.
- **Workshop**: Organize a workshop that explains the parent survey in full detail. Have the survey available so that they can fill it out on the same day. Have the computers in the library available so that they can fill out via Internet.
- **Parent Teacher Conference**: Have the parent survey's available for the parents to fill out while they wait to meet with the teachers. Have laptops at the disposal of the parents so that they can be input via web.
- **Miscellaneous**: Other ideas that can be useful for the parent survey advertising campaign.
 - Design pin buttons
 - Wear green shirts promoting survey
 - The parent survey reminders and fliers should be printed out in green paper.

Open Mic. Workshop	December 5, 2012 9:30am -11am
Title 1 Workshop	January 18, 2013 9:00am – 11am
Women’s Health Workshop	February 27, 2013 9:30 – 11am
Trip To Washington, DC	March 22, 2013 9:30 – 11am
Parent Awareness Workshop	April 25, 2013 9:30-11am
Get Ready Workshop	May 10, 2013 9:30-11am
Parents Appreciation Day- Award Ceremony	June 21, 2013 9:30am – 11am



New Millennium Business Academy

Parent Contact Form

Name: _____

Child’s Name: _____ Class: _____

Address: _____

Home Number: _____ Cell _____

Work _____ Other: _____

Best number you can be reached: _____

Which is the best way to receive school bulletin, and information?
 ___ via mail, ___ send with child, ___ via e-mail, ___ via facebook.
 ___ via text message.

Please provide us with an e-mail address: _____

Please provide us with an aim, msn, or yahoo chat address: _____

Please use the space below for any comments:

If you should have any questions please feel free to call me at 718 – 405-6300. Ext. 211. Or e-mail me at: EOcasio3@schools.nyc.gov.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Dorald Bastian	Assistant Principal Raedyn Rivera
Coach type here	Coach type here
ESL Teacher Zef Bushi	Guidance Counselor Doretta Cole
Teacher/Subject Area Sophia Collins ELA	Parent type here
Teacher/Subject Area Nichole Washington, Math	Parent Coordinator Esteban Ocasio
Related Service Provider Aiesha Edwards, SETSS Teacher	Other
Network Leader	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	199	Total Number of ELLs	36	ELLs as share of total student population (%)	18.09%
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Part II: ELL Identification Process

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

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

1. Upon registration to our school, ELLs are identified first by the Home Language Identification Survey (HLIS). Our pupil Accounting secretary contacts Mr. Bushi, ELL Teacher who holds a permanent ESL Certification, to administer the HILS and conducts an oral interview. Mr. Ocasio, Parent coordinator, and Ms. Santini, Pupil Accounting Secretary both assists as an interpreter for parents and students who predominantly speak Spanish. A student is considered to have a home language other than English when one questions in part one and two questions in part two of the HILS indicates that uses a language other than English. The Survey is used to determine whether a student will be given the LAB-R. The Lab-R is administered by the ESL teacher within the first ten (10) of school. Also, students who speak Spanish and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The results of this exam determine ELL eligibility. Mandated instructional time of ESL is then based on the students' scores in a proportionate rate with the LAB-R scores and/or the proficiency levels as revealed by the NYSESLAT exam. Using our ATSLER, RLAT RMNR reports we identify ELLs who must take the NYSESLAT exam each Spring.

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

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

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

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

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

number one choice.

Part III: ELL Demographics

A. ELL Programs

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	11	4	0	9	1	2	16		6	36
Total	11	4	0	9	1	2	16	0	6	36

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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							12	4	14					30
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian														0
French							1		2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	15	5	16	0	0	0	0	36

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

5. Our school differentiates ELL subgroup students as follows:

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

b. Newcomers: We offer books on tapes to reinforce content area instruction. Also, we have student partners to support each other in the content area classroom. These students are expected to take the ELA exam after being in the NYC public school system after 1 year

A. Programming and Scheduling Information

extra support is given to this group. The ESL teacher in collaboration with the other ELA teachers make sure they get the same content that is age and grade appropriate.

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

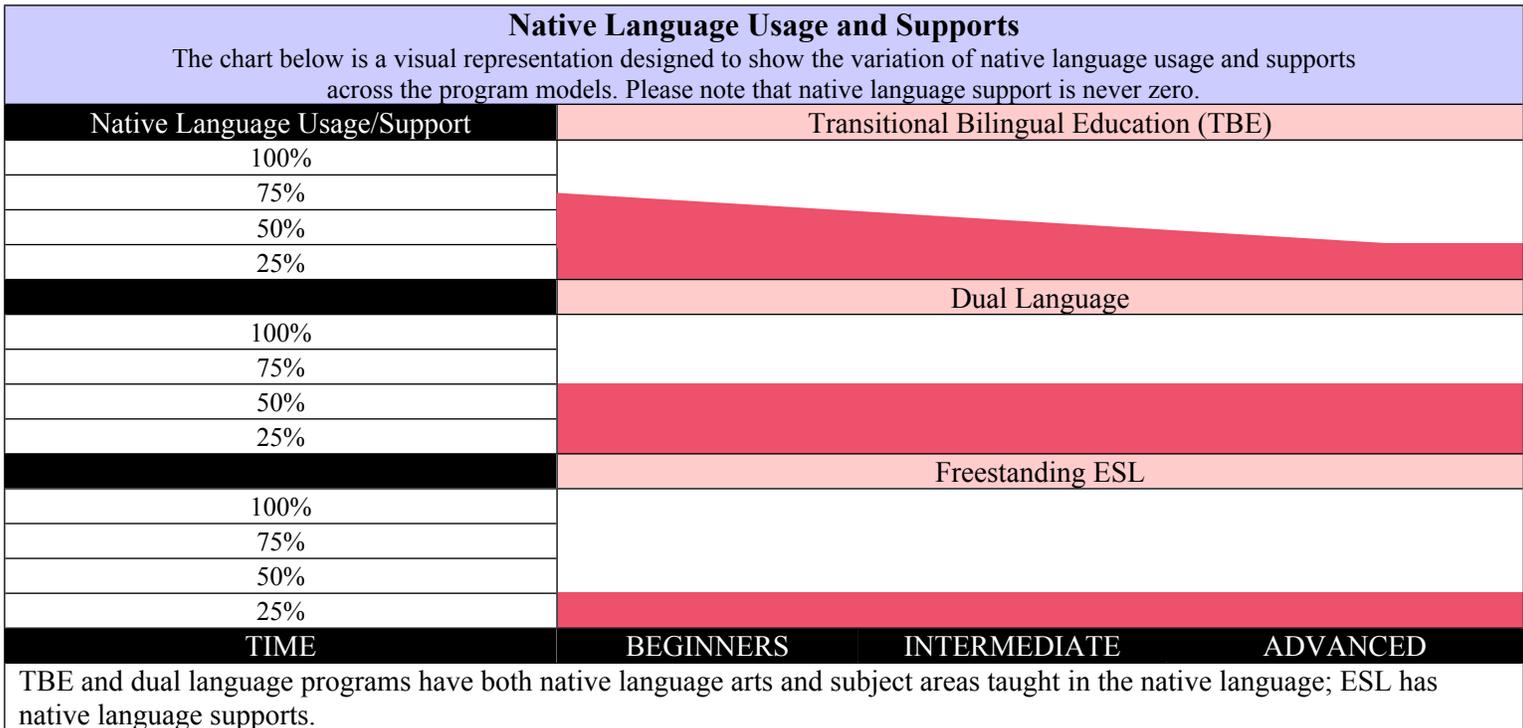
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	English via ESL strategies			
Math:	English via Qtel strategies			
Science:	English via Qtel strategies			

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

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

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

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



B. Programming and Scheduling Information--Continued

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

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

Academic Intervention ELA

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

Academic Intervention Math

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

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

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

11. We will not continue any program.

12. ELLs participate in all school programs. We communicate with their parents first in their own language and the ELL students are invited in all after school programs, cultural and educational trips, museums, Bronx Zoo, Botanical Garden, and Bear Mountain State Park. Our ELL students participate in FLAG football, dance, and basketball to help them develop their affective, social, and athletic skills. Title III After School and Saturday Academy offers to provide additional support. Also we will be offering Rosetta Stone for language development.

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

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

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

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

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

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

E. Parental Involvement

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

E. Parental involvement.

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

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

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7		6		2				15
7	1		2		1		1		5
8	5		4		5				14
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		5		5		1		15
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

B. After reviewing and analyzing the assessment data:

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

Additional Information

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

Part VI: LAP Assurances

School Name: New Millennium Business Academ

School DBN: 09X328

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dorald Bastian	Principal		11/4/11
Willett Nanton	Assistant Principal		11/4/11
Estaban Ocasio	Parent Coordinator		11/4/11
Zef Bushi	ESL Teacher		11/4/11
M. Porter	Parent		11/4/11
Sophia Collins	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Rosemary Caban	Other		1/1/01
	Other		11/4/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x328 School Name: New Millennium Business Academy

Cluster: 19 Network: 534

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral presentation needs consist of the following:

At registration we look at the language spoken by each parent when they complete different required forms:

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

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

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

Part B: Strategies and Activities

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

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

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

-

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

Our Parent Coordinator, School Secretary,para-professionals speak Spanish.They are present and available at any time needed . Our staff provides our oral interpretation services. We also use the Phone Messenges for comunication.Our PTA and Parent workshops orientations are allways comunicated in English and Spanish,Administrators and Teachers use the above personel to comucate with the parents during the year for everything .

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

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

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: <u>New Millenium Business</u> <u>Academu</u>	DBN: <u>09328X</u>
Cluster Leader: <u>Debra Maldonado</u>	Network Leader: <u>Ben Waxman</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 39 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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:

Our Title III Enrichment Program will enhance students daily academic program. It will consist of a Saturday Academy. Two certified ESL Teachers, 1 Supervisor. 39 students. Of the 39 students, 29 Students will read both Wicked and West Side Story in depth. Teachers will implement the Readers Workshop Model as well as 6 Scaffolding Strategies: Modeling, Bridging, Schema Building, Contextualization, Text Re-Presentation, Metacognition (sic) including activities which integrate these within their lesson to ensure comprehension of select literary pieces. Students will produce products and will work on projects based on the chapters being studied during the Saturday Academy. The remaining 10 students (Newcomers; Absolute beginners) will receive Early Production ESL classes, during the Saturday Academy adhering to the 4 language modalities. 2 students, newly arrived from Africa who speak French will be afforded additional beginners ESL enrichment during the Saturday academy by an ESL teacher. 1 student newly arrived from Bangladesh who speaks Bengali will also participate in the group of absolute beginner session. These students will join the rest of the students for an half hour after their 2 ½ hour enrichment session, to become integrated initially peripherally, then fully, by engaging with the literary pieces: Wicked and/or West Side story being read by the rest of the ELLs who are high Beginners, intermediate and Advanced as per evidence on the NYSESLAT. They will be exposed to and the same scaffolding strategies afforded the rest, during their 2 hour session prior to joining the team as well as during.

The program will culminate with students attending Broadway Productions for both Wicked and West Side Story. Theatre tickets for both productions are estimated at a price rate of 66.50 to 99.00 per ticket. We have tentatively scheduled 39 students plus 5 adults to attend during May 8th for Wicked and May 29th for West side story since tickets need to be requested several months prior to the event.

A supervisor is needed in the building when teachers and students are present, to supervise and administer the instructional and programmatic guidelines of this specialized program. There are no other programs in our building currently nor in the very near future.

This is a discreet, specialized. academically rigorous Instructional Program for ELLs which requires a supervisor with specialized skills and training to monitor the implementation and address instructional issues as they arise during its implementation when students are engaging with complex, rich texts: Wicked and West Side story. Emphasis is on making content comprehensible, Vocabulary development, reading, interacting with text and writing and most important understanding hidden nuances of figurative linguistic structures contained in these.

Part B: Direct Instruction Supplemental Program Information

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: [Staff Development \(2012-2013 activities\)](#):

Our staff development consists of all content area teachers receiving Professional Development on a weekly basis for 2 hours beginning in October and ongoing on: Making Content Comprehensible for ELLs. Staff includes 1 certified ESL teachers, Special Ed teachers and content area teachers in all disciplines. Our school wide staff development focus this year as well as the following year will be building reading comprehension and writing skills through accountable talk utilizing strategies via Readers' and Writers' Workshops, as determined by students' strengths and needs evidenced by the results on the NYSESLAT and/or LAB-R as well as results on the 2011 ELA exam. The program will include weekly professional development sessions with content area teachers, and other staff members who will provide a spectrum of academic interventions and strategies in comprehension, fluency, and writing skills. We plan to secure that those concepts are made comprehensible for ELL students as well as the Our intent is to create effective teacher planning and collaboration as a tool with which to enhance instruction.

Evy Malcos, ESL Supervisor Specialist, formerly from Region 9 and an A.P. currently working at MS 328, will provide the Professional Development Sessions for all staff. She will develop, in conjunction with staff, lessons for the Saturday Academy in an effort to have students maximize their understanding of the two Novels (Wicked & West Side Story) prior to visiting the Theater as a culminating activity. In addition to having 1½ hours of ESL for Absolute beginners, students will read the Boy In The Stripped Pajamas during the remaining 1 hour using QTEL strategies. During the remaining half hour, absolute beginners will join the rest of the ELL students for an integrated lesson.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: All parents of ELLs will be invited to attend Saturday Academy to participate in a parent beginner ESL course using technology as the medium. A certified ESL teacher will provide instruction weekly for 3 hours; 10-12 weeks, beginning December, 2011 through May, 2012. Topics to be covered include: Employment seeking, writing a resume, completing an application and filling out government service forms. Additionally, all parents of ELLS will be invited to attend two enrichment activities that will culminate our program this year. Specifically, attending the musical productions of WICKED and WEST SIDE STORY. Parents will be notified ongoing by parent coordinator via mail and phone. Parents will receive monthly updates in our monthly parent news letter, flyers and letters that will be mailed home and backpacked with students.

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		

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.
Other		
TOTAL		