



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** MONROE ACADEMY FOR BUSINESS AND LAW

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X690

PRINCIPAL: CHARLES OGUNDIMU

EMAIL: COGUNDI@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELAINE LINDSEY**

## 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
CHARLES OGUNDIMU	*Principal	Signature on File
DENISE DELVALLE	*UFT Chapter Leader	Signature on File
ROSA MARTINEZ	*PA/PTA President	Signature on File
	DC 37 Representative, if applicable	Signature on File
XANTHA McPHERSON	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on File
SAMANTHA GONZALEZ		Signature on File
GUYANNDJI PIERRE		Signature on File
DILJAH SHAW		Signature on File
EMMANUEL MOSES	CBO Representative, if applicable	Signature on File
JEANETTE PAGAN	Member/Elected Parent	Signature on File
	Member/Elected Parent	Signature on File
	Member/Elected Parent	Signature on File
MARIA RODRIGUEZ-GALAN	Member/Guidance Counselor	Signature on File
JEFFEREY CLARKSON	Member/TEACHER	Signature on File
JOLANTA ROHLOFF	Member/AP	Signature on File
SANDRA BLIGEN-DOYLE	Member/AP	Signature on File

\*\* 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**

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

**JIT 10/2010 – page 7**

**Teachers and administrators should be provided with PD targeted to meet the diverse needs of all learners in the school, i.e, ELL, students with disabilities, and at-risk students.**

**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.

- |   |   |
|---|---|
| <input type="checkbox"/> 2.2 School leader’s vision                                   | <input type="checkbox"/> 2.4 School leader’s use of resources                     |
| <input checked="" type="checkbox"/> 2.3 Systems and structures for school development | <input type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness |

**Annual Goal #1**

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

**Throughout the 2012-2013 school year, all school administrators will receive targeted PD that will include improve their understanding of the diverse needs of all learners.**

**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.
- 
- Principal or designee will attend the scheduled Principals’ meeting throughout the school year.
  - Network Achievement Coach will meet with the school leaders at least once a week throughout the school year; coach will accompany the school leaders on instructional rounds using a research-based evaluation tool; debriefing will occur; professional development plans will be evaluated and adjusted to meet the needs of the students and staff.
  - Network staff will work with administrators and staff on programming of ELLs and SWD, UDL, co-teaching, etc.
  - Staff will attend Network PD that addresses the needs of all students; this information will be turnkeyed to the staff during common meeting, Staff Development Days, department meetings, etc.
  - Programs, such as Achieve 3000 and iLearn, will be offered to the students; administrators and staff will receive training on to effectively implement these programs
  - Timeline: September 2012 -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  III  Title  Set Aside  Grants  SIG Other-describe here: Priority Focus

**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).

Based on school and students' needs, professional development efforts supporting targeted academic intervention services for all students, including English Language Learners (ELLs), and Special Education Students.

We have set aside about \$5,000 for per session payment for assistance with Academic Intervention Services.

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

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

**Major Recommendation**

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

**JIT 10/2010 – page 3**

**Comprehensive curriculum should be developed and aligned with the NYS standards consisting of the scope and sequence document, reading and writing programs, benchmarks and assessments.**

**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.

- |  |  |
|--|--|
| <input type="checkbox"/> 3.2 Enacted curriculum                | <input type="checkbox"/> 3.4 Teacher collaboration           |
| <input checked="" type="checkbox"/> 3.3 Units and lesson plans | <input type="checkbox"/> 3.5 Use of data and action planning |

**Annual Goal #2**

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

**By June 2013, all student, excluding the LTAs and chronically absent, in ELA Social Studies, Science, and Mathematics classes will complete a minimum of two performance based assessments.**

**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:

- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- 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.
- timeline for implementation.
- Provide Professional development opportunities to staff during common meeting, Staff Development Days, Department conferences, and off-site workshops to understand the CIE, to create performance tasks, to understand specific CCLS related activities (text complexity, annotations, CCLS, etc.).
- Have the CFN coaches work with the staff on CCLS
- Teacher teams will meet weekly and evaluate student work and determine if CCLS are evident in student work.
- Schedule after school PD sessions facilitated by the Assistant Principal(s).
- Teachers will engage students in more challenging assignments that are in alignment with the CCLS.
- Administration will provide feedback to the teachers after instructional rounds that focus on CCLS alignment to classroom instruction
- Two units of study aligned to CCSS in each of the core areas developed and implemented by teachers; completed by students.
- Completed performance task analysis rated and rubric designed to rate implementation.
- Maintain on file agendas, sign in sheets, performance tasks, unit plans, and student work.
- Time period: September 2012 – June 2013

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       III       Set Aside       Title       SIG       Other-describe here: Priority Focus

**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).

We will align these activities with the budget to allow for the provision of refreshments for students who will participate in presentation of performance tasks to an audience made up of teachers, CFN representatives, and other students.

We will expend some of the monies on instructional gifts to incentivize students, e.g., gift cards, etc.

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

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

**Major Recommendation**

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

**JITT 10/2010 page 4 – The availability of technology and training in the use of technology to enhance instruction should be increased. The integration of technology into the curriculum should be encouraged.**

**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.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 4.2 Instructional Practices and strategies | <input type="checkbox"/> 4.4 Classroom environment and culture                         |
| <input type="checkbox"/> 4.3 Comprehensive plans for teaching                  | <input type="checkbox"/> 4.5 Use of data, instructional practices and student learning |

**Annual Goal #3**

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

**By June 2013, the school will engage all teachers to improve their effectiveness through a collective understanding of high expectation, rigor, and high quality teaching using Charlotte Danielson’s Framework for Teaching**

**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 implement

- Teachers will receive professional development addressing the Danielson rubric.
- Administration will meet with one-on-one with the teachers to assist in the development of the Individual Professional Plan that includes teacher goals..
- Teachers will receive timely feedback that addresses the Danielson rubric and/or traditional feedback through one-on-one conferences immediately following formal/informal observations and walkthroughs.
- Professional development plans will address the needs of the teachers; topics will focus on the CIE.
- Network coaches will meet with teachers one-on-one and in groups to build teacher capacity in CCLS aligned units, UDL, and Danielson.
  - Instructional leads will attend Network workshops and turnkey the information to the school community.

**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       III       Set Aside       <sup>Grants</sup> SIG       Other-describe here: Priority Focus

**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).

Funds have been set aside to purchase technology (Smartboards, ipads, etc.) and for professional development opportunities for all teachers.

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

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

**Major Recommendation**

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

**JITT 10/2010 – page 5 – A program to present students clearly outlined graduation requirements, the college application process, and transition from school to career should be collaboratively developed by administrators, teachers and guidance counselors.**

**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
- 5.3 Vision for social and emotional developmental health
- 5.4 Safety
- 5.5 Use of data and student needs

**Annual Goal #4**

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

**To improve college and career readiness for all students, excluding LTAs and chronically absent students, during the 2012-2013 school year**

**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.
- e)
- Achieve 3000 software to support classroom instruction for students needing assistance with reading comprehension
  - a. Differentiated instruction web-based literacy instruction proven to increase reading comprehension, fluency, vocabulary and writing proficiency for students. Teaches students one-on-one at their level
- iLearn – compass – to support instruction in math, English, social studies, and science
- CBO provider will work with the students on college applications, arrange for college trips, and develop college related assemblies
- Select students will be participate in College Now
- The majority of the students will be registered in Regents or Honors Chemistry.
- Timeline: September 2012-2013

**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.

**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).

Funds have been set aside to purchase KAPLAN S.A.T. preparation services to improve our students' level of S.A.T. preparedness. We have also purchased the ACHIEVE3000 software to raise students' reading comprehension skills.

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

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

**Major Recommendation**

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

**JITT 10/2010 – page 5**

**A program to present students clearly outlined graduation requirements, the college application process, and transition from school to career should be collaboratively developed by administrators, teachers, and guidance counselors**

**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.

- |   |   |
|---|---|
| <input type="checkbox"/> 6.2 Welcoming environment    | <input type="checkbox"/> 6.4 Partnerships and responsibility      |
| <input type="checkbox"/> 6.3 Reciprocal communication | <input checked="" type="checkbox"/> 6.5. Use of data and families |

**Annual Goal #5**

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

**By June 2013, 80% of parents/guardians will receive periodic updates of their child’s progress and will be invited to participate in a minimum of 2 training sessions on the interpretation of student data to support their child’s learning**

**Strategies to increase parental involvement and engagement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.

Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- 
- Schedule PA meetings that focus interpretation of data, college and career readiness, graduation requirements, etc.
  - One-on-One parent meetings with administration, guidance, and/or teachers as it pertains to the student’s progress
  - Provide parents/guardians with opportunities to participate in staff development days
  - Mail student progress reports every marking period to the parents/guardians
  - Provide data in regards to the student and to the overall data of the school through ARIS Parent website
  - Providing opportunities for parents/guardians to meet with guidance counselors to review Regents examination progress, requirements and help with studying to prepare
  - Providing tools to work with students at home to prepare for exams e.g., RegentsPrep.org, Castle learning
  - Inform parents/guardians about the academic enrichment programs, after school programs and Saturday academies

- Hold parent/teacher conferences
- Schedule parent/guardian orientation meetings for English Language Learners and /or Students with Disabilities
- Provide parents/guardians with schedule of Parent Association monthly meetings; invite guest speakers whenever feasible
- Provide written and verbal reports of progress periodically to keep parents informed
- Ensure that parents have interpretation services in order to communicate with staff and faculty
- Plan activities during the school day to encourage parent/guardian participation, e.g., guest speakers
- Provide assistance to parents/guardians in understanding City, State and Federal standards and assessments, in home languages and English
- Invite parents/guardians to participate in case conferences involving social and emotional aspects of their children's school experiences
- Provide ongoing written reports of progress to keep parents informed of student progress
- Provide ongoing feedback through the students' guidance counselors, ensuring understanding and improving
- Communication through phone calls and letters concerning students' progress
- Timeline: September 2012 - June 2013

**Budget and resource alignment**

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

Tax Levy   
  Title IA   
  Title IIA   
   Title III   
  Set Aside   
  Grants **SI**  **G Grant**   
  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).

We will set aside monies for postage so that information can be readily disseminated to parents in a timely manner.  
 We will continue to use PhoneMessenger to disseminate messages quickly  
 We will do home visits whenever necessary.  
 Set aside monies to provide instructional incentives for all students

### 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 53 Students	PM and Saturday School 3 days per week	Tutoring, Blended Learning, Small Group Instruction, Computers	During the school day, After School & Holidays
Mathematics 26 Students	Saturday School Regents Prep	Differentiation of Instruction	During the school day, After School & Holidays
Science Students	4 <sup>th</sup> Period Make-Up Saturday School	Small Group Instruction Tutoring, Blended Learning,	During the school day, After School & Holidays
Social Studies 127 Students	PM and Saturday School 4 days per week	Blended Learning, Tutoring, Small Group Instruction, Computers	During the school day, After School & Holidays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 265 Students in Total	Work study, home visits, group & individual counseling, incentives-referrals to outside organizations, referrals to school based support teams; RAPP frequent monitoring of students with specials needs.	One-on-one group mentoring sessions	On going

### **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.

- **Class Size Reduction**
  - **Creation of additional classes**
  - **Reducing teacher-student ratio through team teaching strategies**
- **Time on Task**
  - **After School Programs**
  - **Summer School Programs**
  - **Individualized Tutoring**
  - **Extended Day**
  - **Technology supports**
- **Professional mentoring for beginning teachers**
- **Instructional Coaches for beginning teachers**
- **Instructional Coaches for teachers**
- **Professional Development opportunities**
- **Leadership coach for the Principal**

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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.**

## 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: Monroe Academy for Bus/Law	DBN: 12X690
Cluster Leader: Mr. Jose Ruiz	Network Leader: Mr. Steven Chernigoff
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 18
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# 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:

In our ongoing efforts to improve student outcome on the New York State Regents Exams, we met with a sampling of our ELL population that did not pass the Regents exams in previous years up to June 2012. We currently have 18 ELL students.

Last year, after talking with our students, parents, and fellow teachers, and in an effort to understand why our students did not pass the Regents exams, we discovered that some of the issues, such as students using both the English and native language version of the exam and then either reading the exam in the native language and writing the answers in English or reading the exam in English and writing the exam in the native language was time consuming and wasted time. It was evident that we had to change our practices, e.g., having the student taking the entire exam in either the native or acquired language instead of switching between the two languages.

In June 2012, we made every effort to create an environment conducive to our students passing the exam. We did see some improvement in the number of students passing exams.

This year, we will continue to make changes based on our students needs, and continue with the changes that have been successful, such as using the time during lunch and after school to diagnose the problems of each ELL student and to use that time to prepare them, as needed, for the state exam.

For the January 2013 Regents exams, the ELL teacher will once again meet with this population after school two days a week from 3:30-4:30 p.m., Mondays-Thursdays until just before the January Regents to prepare the students for the exams. We are also using the Achieve 3000 computerized program to improve the English skills of our ESL population. The students meet a minimum of two times a week in the computer lab to access the Achieve 3000 program. ESL and content area teachers act as facilitators to create lessons that students will work on individually or collectively while in the computer lab. The work complements the work in the regular classroom. As facilitators, the teachers monitor students' progress, and interactively engage the students with immediate feedback on their work.

We have also focused on the attendance issues of our students utilizing our attendance teacher, guidance staff, and outside resources to combat the excessive absenteeism of our students.

The language of instruction will be English and the grade levels will be 10-12th grades.

## Part C: Professional Development

### 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:

Last year, we offered both external and in-school professional development. We will continue offering professional development to improve upon our teaching strategies. During the fall 2012, we offered four in-school professional development opportunities for all teachers to familiarize them with the common core standards and the city-wide instructional expectations for 2012-2013 and we will continue doing so. Our topics for PD include: Why Common Core? Text Complexity, Common Core in ELA: Pts 1-4; Close Reading of the Text: MLK: Letter from a Birmingham Jail. The professional development (in-house) is done by the Assistant Principal, Ms. Bligen-Doyle and the content area teachers are English, Social Studies, and ESL. We meet once a week on Wednesdays from 3-3:30 p.m.

### Part D: Parental Engagement Activities

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

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

Begin description here:

It has always been our goal to have active parent involvement in Monroe Academy for Business & Law. Our efforts have not been overwhelmingly successful. We have attempted and will continue to attempt to bring parents together once or twice a month for activities that include parent workshops on immigration (we have a large immigrant population); college readiness for students and parents; how to be successful as a high school student, etc.

All workshops, where possible, will be conducted by MABL in-house staff. In the past, when conducting the immigration meetings, we have had a neighborhood immigration lawyer address our parents with timely tips and FAQs.

At a minimum of two-four times a term, we contact our parents by mail to send them first and second marking period progress reports on their students; to remind them of after-school programs that will benefit their students towards credit accumulation and extracurricular activities in the school.

Currently, and in each of the past two years (September 2010 and September 2011), we hold evening parent meetings to inform our parent community of our goals and expectations for the upcoming year.

These meetings are held in the early evening to allow working parents to attend. We vote on our parent association officers at these meetings. Our School Leadership Team will continue to meet to inform parents about matters related to the academic performance of their students.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>0</u>	
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 12X690      **School Name:** Monroe Academy for Business & Law

**Cluster:** 6      **Network:** CFN 610

**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**

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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.

We no longer have freshmen students, however, for the Cohorts 2012, 2013 and 2014, the parents of those students were asked the preferred language used at home and the language that they would like to receive our school calls and correspondence. Translators are available to assist parents in Spanish which is our most common native language. The DOE translation resources are also in place for our use. As we get new students in, we apply the method stated above to accommodate our parents.

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.

Our school presently requires information be sent out in English and Spanish. All staff have been alerted that students with parents who require translation services will receive information in both languages. In our parent association and school leadership team meetings and through our staff, our students and their families have been served in a positive and proactive manner.

## Part B: Strategies and Activities

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

Written translation services will be provided by in-house staff, e.g. counselors, teachers, and other school support staff, where possible. Legal translations will be done through the Department of Education Translation Unit.

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.

Oral interpretation services will be provided by in-house staff, counselors, teaching staff and other school based support staff, where possible. Legal translations will be done through the Department of Education Translation Unit.

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>.

Our families are served in a variety of ways through oral and print materials to address the needs of their students. All services have been provided through current staff and continues to prove to be the most effective and successful method.

## 2012-13 Comprehensive Education Plan (CEP)

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### Part E: Budget

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

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Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		