



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: NEW MILLENNIUM BUSINESS ACADEMY\ MS 328

DBN (i.e. 01M001): 09X328

Principal: DORALD BASTIAN

Principal Email: DBASTIAN@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: BEN WAXMAN

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dorald Bastian	*Principal or Designee	
Michelle Sbrano	*UFT Chapter Leader or Designee	
Beatrice Sallarda	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Laura Weiss	Member/	
Michael Aufiero	Member/	
Sophia Collins	Member/	
	Member/	
	Member/	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 09X328

School Configuration (2013-14)

Grade Configuration	06,07,08	Total Enrollment	187	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	64.3%	% Attendance Rate			88.0%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	18.1%	% Students with Disabilities			22.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.6%	% Black or African American			39.4%
% Hispanic or Latino	57.4%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	1.1%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	6.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	12.5%	% Teaching Out of Certification			24.7%
% Teaching with Fewer Than 3 Years of Experience	18.8%	Average Teacher Absences			11
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	2.9%	Mathematics Performance at levels 3 & 4			2.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			25.0%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP					
Describe the strengths of your school's 12-13 SCEP.					
<ol style="list-style-type: none"> 1. SCEP reflected expectations for developing and implementing an instructional approach that focused on meeting the needs of ELLs and diverse learners. 2. SCEP reflected research based practices <p>SCEP provided attention to the roles and responsibilities of ALL stakeholders in the school community</p>					
Describe the areas for improvement in your school's 12-13 SCEP.					
<ol style="list-style-type: none"> 1. Improving academic performance for ALL learners in the areas of ELA and Mathematics 2. Improving academic performance of ELLs and SWDs 3. Improving teacher effectiveness 					
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.					
<ol style="list-style-type: none"> 1. The lack of resources needed to provide comprehensive programmatic support that fully meets the mental and social health needs of the students served. 2. Limited fiscal resources to provide extra-curricular support programs for our learners. 					
Describe the degree to which your school's 12-13 SCEP was successfully implemented.					
<ol style="list-style-type: none"> 1. School consistently provided structures and systems to create a collaborative and professional community focused on rolling out CCLS and meeting NYCDOE Instructional Expectations. 2. School attendance demonstrated increase from 87.4% to 92.3% as a result of school leadership, team based structures, and ongoing use of data. 3. School goals were consistent communicated and tracked. 4. School Learning Environment survey results were and A 					
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	x	No
If all the goals were not accomplished, provide an explanation.					
<ol style="list-style-type: none"> 1. School made student achievement gains during the 2011-2012 school year, but saw a decline in student performance outcomes on the Common Core baseline assessments in math and ELA. 					
Did the identified activities receive the funding necessary to achieve the corresponding goals?			x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
<ol style="list-style-type: none"> 1. NYCDOE has embarked on several major initiatives during the 2013-2014. These include: <ul style="list-style-type: none"> ▪ Further implementing the CCLS with attention to all core subject areas. ▪ Newly implemented teacher evaluation system tool. ▪ Rolling out of Advance measure of teacher practices (MOSL) which include implementation and grading of benchmark assessments ▪ Adoption of a new constructivist program in mathematics—Connected Math Project ▪ Adoption of a new ELA program—Expeditionary Learning 			
List the 13-14 student academic achievement targets for the identified sub-groups.			
5% improvement in ELA and math for the lowest third, ELLs, and SWDs			
Describe how the school leader(s) will communicate with school staff and the community.			
<ol style="list-style-type: none"> 1. Monthly staff meetings 2. Administrative Memos 3. Team based structures including Core Content Area Teams, Grade Level Teams, and Intervention and Attendance Team 4. Utilize school's online Portal to communicate vision and manage school initiatives 5. School Leadership Team 			

6. Parent news letters

Describe your theory of action at the core of your school's SCEP.

1. School principal is committed to systems thinking and developing cultural responsiveness of staff to better meet the needs of diverse learners.
2. School principal and leadership cabinet works cohesively to examine practices and foster a professional learning community

Describe the strategy for executing your theory of action in your school's SCEP.

1. School has clear, research-based structures that include job-embedded professional development and attention to PLCs.
2. The school has an instructional focus—Quality Student Interactions
3. The school provides time and structure for teachers to engage in unpacking curricula

List the key elements and other unique characteristics of your school's SCEP.

1. Comprehensive Professional Development Plan
2. Collaborative lesson planning and teaching
3. Ongoing curriculum modification and development
4. Teacher Teams
5. Attention to systems for monitoring and revising practices.
6. Attention to DTSDE Review findings and recommendations.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

1. Comprehensive Professional Development Plan
2. Collaborative lesson planning and teaching
3. Ongoing curriculum modification and development
4. Teacher Teams
5. Attention to systems for monitoring and revising practices.
6. Attention to DTSDE Review findings and recommendations.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop teacher pedagogy, aligned to the school's chosen framework so that teaching strategies include multiple entry points for all learners and student work products consistently show high levels of thinking and mastery of key standards. (1.2)

The school has adopted the SIOP model as a common teaching framework. Teachers are learning the eight components of this model, and are focused on the first two components: lesson preparation, honing on language and content objectives, and building background knowledge. Lesson plans align to the school's framework; but when speaking to students, not all students knew what to do, how to do the task or why they were doing the task. In some classes language and content objectives were unclear and students were unsure about what they should know and do by the end of the lesson. Consequently, planning and execution of instruction lacks clear objectives, hindering the school's capacity to consistently provide instruction that leads to mastery of objectives.

Teachers focus on all cognitive areas with round robin table discussion, and partners sharing writing. Time was called before a number of partnerships could share their work. In yet another class, a high-order question was posed to the class; however, it was not written down for students to refer to, and students did not brainstorm the question prior to doing the math task of plotting data. While teachers plan writing and talk strategy protocols, the execution of these strategies and the flow of the lesson lead to inconsistent levels of engagement and limited opportunities for students to demonstrate critical thinking skills. As a result, teaching strategies lead to uneven access for students to engage in multiple ways of expressing their understanding.

Review Type:	QR	Year:	2012	Page Number:	5-6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	2.3 Systems and structures for school development
x	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards:
2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher.
3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013)
4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal, teachers
2. Principal, assistant principal, teachers
3. Principal, assistant principal, teachers
4. Principal, assistant principal, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice

2. Completion of individual professional development plan for each teacher
3. Completion the initial review of student data and the development plans for improving individual student achievement
4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress
D. Timeline for implementation and completion including start and end dates
1. September to February 2014
2. September to November 2013
3. September to November 2013
4. September 2013 to May 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Time for professional development, per session and per diem
2. Scheduled time during the school day for individual conferences with each teacher and an administrator
3. Scheduled time during the school day for individual conferences with each teacher and an administrator
4. Scheduled time during the school day teacher observation and pre- and post conferences,

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	x		

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Extend the development and implementation of common core aligned curricula to all content areas so that key State standards and higher order skills are emphasized across the school leading to increased student achievement. (1.1)			
4o The school revised its English language arts curricula and aligned its math curricula to the New York City Department of Education (NYCDOE) scope and sequence guidance documents. Full alignment, revising and integration of instructional shifts into curricula is adapted per student learning needs and teacher practice improvement. Students are reading and writing biographical feature articles aligned to CCLS literacy informational text. The first unit of study focused on the number system linked to each grade's specific CCLS alignment. While the school is working on revising their English language arts and math curricula, it has not yet done this work in social studies and science. As a result, the school has not fully integrated the CCLS and CIE instructional shifts across grades and subjects limiting the school's capacity to raise student achievement and promote college and career readiness.			
o English language arts units focus on a big idea question, and units of study in math include a driving question for each unit in each grade. However, during classrooms visits, these questions were not evident in student talk protocols. Pacing challenges prevented students from showing their thinking, question the reasoning of others, or build on ideas. The school says the unit pre-assessments in English language arts and math are rigorous and set high expectations for students but when speaking to students about their writing goals as per benchmark results, students spoke of general areas such as grammar, and punctuation. While English language arts and math units and a yearlong curriculum overview are in place, the school has not stressed key State standards, rigorous habits, and high order skills across grades and content areas. Consequently, rigorous curricula focused on higher level skills are inconsistent across the school.			
Review Type:	QR	Year:	2012
Page Number:	4 -5	HEDI Rating:	D

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Continue to provide and protect ELA team-based structure that allows teachers time to unpack NYCDOE ELA Curricula
2. Continue to provide and protect mathematics team-based structure that allows teachers time to unpack constructivist program Connected Mathematics Project
3. Teachers will continuously analyze student work using structured protocols to assess student progress with CCLS standards, essential understandings, and identify what skills students have attained in order to make strategic instructional decisions.
4. Provide teachers with school wide data that demonstrates the progress needed to be made to meet AYP targets and school wide goals.
5. Develop and implement on-going benchmarks with performance based tasks in ELA, mathematics, social studies, and science. Assessments will provide attention to multiple entry points for ALL learners and identified student subgroups (i.e., ELLs, SWDs, and targeted student groups).
6. Educational consultants to provide technical support to school leadership team and core content area teams as they work to develop engaging, coherent, and rigorous curriculum.
7. Network support focused around school academic goals and implementing NYCDOE Instructional Expectations

B. Key personnel and other resources used to implement each strategy/activity

1. Data specialist, teachers
2. Educational consultants, assistant principal, teachers
3. Network instruction support staff, teacher teams
4. Teachers, network achievement coaches and ELL specialist
5. New teachers, principals, per diem and per session
6. Educational consultants, assistant principal, teachers
7. Network team, Educational consultants, assistant principal, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completed data tool
2. On-going roll out of new curriculum ELA and Mathematics
3. Agendas and minutes of planning sessions Completed data analysis for each student, observation of implementation of monthly professional development
4. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
5. Minutes of weekly planning sessions detailing planning time
6. Observation of implementation of the LASW protocol during teacher team planning time
7. High attendance of new teachers at voluntary principal meetings

D. Timeline for implementation and completion including start and end dates

1. September to November 2013
2. Quarterly, October 2013 to May 2014
3. Monthly, October 2013 to April 2014
4. Weekly, October 2013 to June 2014

5. Twice-monthly October 2013 February 2014
6. Monthly, October 2013 to April 2014
7. Monthly, October 2013 to April 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session for data analysis for after school meeting
2. Per session for after school and per diem for PD coverage
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for common planning
5. Scheduled time during the school day for common planning
6. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
7. Meet and Eat meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Deepen assessment practices across content areas so common assessments and data results are used to track progress of key standards, and adjust practice to meet and extend the learning of all students. (2.2)

- o The school has started a new assessment program based on the work, *Driven by Data*. In English language arts and math, students take pre-and post-assessments after every unit. Data collected from their first unit of study revealed that, wording and lack of uniformity of assessment types led to some inconsistent student outcomes. Revision to the process and content of pre- and post- assessments was applied to their second assessment currently underway. This same effort to plan for common assessments in social studies, and science has not yet happened. As a result, the use of common assessments in the content areas is uneven leading to inconsistent student progress across the school.
- o Teachers plan assessment techniques, observing student work during lessons, and exit tickets at the summation of the lesson. However, checking for understanding leading to adjustments of instruction was inconsistent in a math class. Some students struggled with basic computational skills, and could not complete multi-step work problems. The teacher did not check for understanding to adjust instruction prior to sending students off to work independently. In a science class, many students did not understand the difference between density and weight. This was not addressed with individual students or the class when it surfaced during group lab work. Students working on a brochure in their social studies class misunderstood the directions and were writing about present day New York when the task was to write about the colony. Teachers across the school missed opportunities to check student understanding leading to inconsistent adjustments. Consequently, not all learners are meeting lesson objectives.

Review Type:	QR	Year:	2012	Page Number:	6	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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	4.3 Comprehensive plans for teaching
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	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning
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Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Core Content Area Teams will complete action plans to ensure focus on CCLS and NYCDOE Instructional Expectations
 2. Core Content Area Teams will consistently engage in designing and implementing curriculum
 3. Core Content Area Team will analyze student data obtained from formative and summative unit assessments to assess progress students are making in CCLS standards and to identify students growth targets.
 4. Core Content Area Teams will utilize a structured protocol to examine student work (i.e., Santa Cruz Model)
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, assistant principal, and teachers
 2. Network
 3. Educational Partners
 4. Content area teams
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Completion of administration observations
 2. Tracking of student progress using data tools
 - 3.
- D. Timeline for implementation and completion including start and end dates**
1. Monthly workshops and assessment, September 2013 to June 2014
 2. Monthly workshops and assessment, September 2013 to June 2014
 3. Monthly workshops and assessment, September 2013 to June 2014
 4. Monthly workshops and assessment, September 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Educational consultant, common planning time for teachers to attend PD sessions
 2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
 3. Network ELL specialist, common planning time for teachers to attend PD sessions
 4. Network ASE, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to monitor and maintain records of behavior and positive class culture.

Review Type: QR	Year: 2012	Page Number: 2	HEDI Rating: D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	x	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 identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Intervention and Attendance Team will continue to meet on student needs relating to attendance and social/emotional development
2. Utilize Parent Coordinator role to increase parent awareness of how to support student academic goal
3. Grade Level Teams will continue to meet to manage and plan PBIS. In addition, they will focus on youth development and plan intervention strategies around social and emotional needs of ALL learners.
4. Utilize school Guidance Counselor to support social and emotional development of students and address absence and lateness
5. Utilize attendance teacher to make home visits and track school attendance data
6. Provide parents with progress reports detail academic and social growth
7. Continue to utilize data to monitor student attendance
- 8.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal, guidance counselor, parent coordinator, teachers, and support staff
- 2.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Track and report students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at risk as per attendance and lateness
- 3.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled Intervention Team meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	Tax Levy	x	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .							
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to enhance the school's learning environment to provide structure and supports so that students take more responsibility leading to improvements in attendance and student performance

Review Type:	QR	Year:	2012	Page Number:	2	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

Continue parent outreach and partnership in meaningful ways that foster a positive shared responsibility for youth development with a focus on college and career readiness goals

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Support new Parent Coordinator in articulating roles and responsibilities to become a cohesive of school team
2. Communicating Parent Engagement Vision to all stakeholders
3. Developing a parent engagement plan (or family outreach plan) with attention to forging strong partnership with CBOs providing social/mental health services
4. Continue to implement PBIS awards and recognition
5. Continue College tours that engage students, parents, teachers, support staff, and school administrators
6. Parent newsletter
7. Provide parents information on how to access ARIS Link, Progress Reports, and NYCDOE resources
8. Utilize Parent-teacher conference and Parent Night(s) to build communication between home and school
9. Guidance counselor will continue to provide ongoing support for transition from middle school to high school
10. Continue to provide attention to integrating the Arts into the curriculum with support from external partners

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal, parent coordinator, guidance counselor, and teachers
- 2.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance at Parent Outreach events
2. PBIS benchmarks
3. Completed Parent Outreach Plan
- 4.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
- 2.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Provide new parent coordinator with training and support from the district family engagement representative and Network
2. Communicate with parents regularly via monthly newsletters, daily phone-master calls to support timely attendance to school, etc
3. Develop an action plan for parent involvement in concert with Parent Coordinator and School Leadership Team
- 4.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.
 Improve student performance in ELA and Mathematics

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

Our program will be based on the *National Center for Research on Evaluation, Standards & Student Testing (CRESST)* report reflecting on two decades of evaluations on out-of-school-time programs. The following research-based instructional strategies and activities are characteristic of successful after school programming:

1. Clearly defined program goals and funding that aligns to them
2. Strong, experienced leadership at the ELT program that are able to effectively communicate and manage staff
3. Staff members that motivate students
4. A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants
5. Continual evaluation and assessment of the program and a staff that ensures goals are being met

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

ELT programs will be offered after school, vacation and weekends, there are over 300 hours scheduled in teacher per session for this purpose, ELT programs run from September through June and summer school has been and will be offered to at-risk students.

1. School principal, assistant principal, teacher ELT planning committee, Dreamyard
2. School principal, assistant principal Dreamyard
3. Teachers Dreamyard
4. School principal, assistant principal, teachers Dreamyard
5. School principal, assistant principal, teachers Dreamyard

C. Identify the target population to be served by the ELT program.

1. At-risk student population

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	X	Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
X	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

NA

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

NA

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

NA

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.				
A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.				
The proposed ELT program will increase the amount and quality of learning time, through before- and after-school and summer programs and opportunities by providing an enriched and accelerated curriculum thus meeting the educational needs of historically underserved populations.				
B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.				
The ELT program will focus on increasing student academic achievement through enrichment The ELT program's academic content aligns with CCLS and the Chancellor's city-wide expectations The ELT program will be delivered by staff have the capacity to deliver high-quality academic content The ELT program will have a guidance component to address social/emotional needs of the students				
C. Describe how the ELT program will address the unique learning needs and interests of all students.				
The ELT program will address the specific academic and social/emotional needs of low academic achieving children and those at risk of not meeting the State academic content standards.				
D. Are the additional hours mandatory or voluntary?		Mandatory	x	Voluntary
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
Parental outreach by school staff, including parent coordinator, administration and teachers				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
AIS services are provided to identified at-risk students during the day school program utilizing a variety of interventions; the ELT program will be aligned to the school day but provides new, different, and engaging learning opportunities for participants				
G. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
Analysis of academic growth of participants				
It is projected that participants in the ELT program will show a 5% growth in ELA and math achievement from 2013-1014				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Services will be provided after school
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	Services will be provided after school
Science	ELL and SWD Students in grades 7-8 will attend Science AIS session where they will receive additional support with reading comprehension in science	Small Group instruction	Services will be provided after school
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	Services will be provided after school
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	Individual and small group not to exceed 1-5 counselor student ratio	Services will be provide during the school day

	intelligence.		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Utilize NYCDOE recruitment services to support hiring and retention of teachers.

Implement a comprehensive professional development plan which includes attention to school wide goal of improving teacher effectiveness.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Develop and implement a comprehensive professional development plan. The school's PD plan includes:

- Job embedded professional development
- Team based structures to support teachers and principal in meeting and exceeding CCLOS \
- Attention to NYCDEO Instructional Expectations

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 9	Borough Bronx	School Number 328
School Name New Millenuim Business Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dorald Bastian	Assistant Principal Willett Nanton
Coach n/a	Coach n/a
ESL Teacher Zef Bushi	Guidance Counselor Doreta Cole
Teacher/Subject Area Shanieka Muniz	Parent Susana Arroyo
Teacher/Subject Area Sofia Collins	Parent Coordinator n/a
Related Service Provider n/a	Other n/a
Network Leader(Only if working with the LAP team) n/a	Other n/a

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	186	Total number of ELLs	49	ELLs as share of total student population (%)	26.34%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							19	11	19					49
SELECT ONE														0
Total	0	0	0	0	0	0	19	11	19	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	6
SIFE	6	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	9

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	22	6	0	18			9			49
Total	22	6	0	18	0	0	9	0	0	49

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							16	9	17					42
Chinese							1							1
Russian														0
Bengali								1	1					2
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						3
TOTAL	0	0	0	0	0	0	19	11	19	0	0	0	0	49

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	1	0	0	15
7	7	2	1	0	10
8	14	2	0	0	16
NYSAA Bilingual (SWD)	0	0	0	0	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	15		1		1		0		17
7	9		2		0		0		11
8	17		0		3		0		20
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
When we look at the LAB-R and NYSESLAT data we noticed that most of the ESL and Bilingual students after two to three years of service are able to pass the listening and speaking but they continue to have a hard time passing reading and writing. Thus, our focus of instruction is reading and writing.

According to the ELA, Math, Science and Social Studies test results we see that the majority of newcomers perform in level one and a few in level two. The intermediate and advanced students have scored at level two and three. We make sure that the Interim assessment grades are used as periodic measures of comprehension development and growth or as indicators of areas of targeted deficiencies to be reviewed through instruction. Data is used effectively by all the ESL, Bilingual and mainstream teachers. The Interim Assessments help the ELL students to get familiar with the real ELA test and it also helps the teacher to focus their instruction on target areas. We effectively use the NLA as a strong component to help the ELL students.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:
 - a. 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?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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. Parent coordinator, and Ms. Santini, Pupil Accounting Secretary both assists as an interpreter for parents and students who predominantly speak Spanish. A student is considered to have a home language other than English when one questions in part one and two questions in part two of the HILS indicates that uses a language other than English. The Survey is used to determine whether a student will be given the LAB-R. The Lab-R is administered by the ESL teacher within the first ten (10) of school. Also, students who speak Spanish and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The results of this exam determine ELL eligibility. Mandated instructional time of ESL is then based on the students' scores in a proportionate rate with the LAB-R scores and/or the proficiency levels as revealed by the NYSESLAT exam.

Using our ATS RLER, RLAT RMNR reports we identify ELLs who must take the NYSESLAT exam each Spring.

2. 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.

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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

We introduce the ESL and other teachers at the registration process so they help translate for the parents of the newcomers and at the same time explain the programs that their child will be using. After reviewing the Parent Survey and Program Selection we notice that most newcomers choose bilingual and SIFE students choose ESL. 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 the Parent Coordinator 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. 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.

We introduce the ESL and other teachers at the registration process so they help translate for the parents of the newcomers and at the same time explain the programs that their child will be using. After reviewing the Parent Survey and Program Selection we notice that most newcomers choose bilingual and SIFE students choose ESL. 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 the Parent Coordinator 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is considered a NYS exam so we follow the same procedures as when we administer the NYS ELA and Math exams. Teachers receive a memorandum stating the testing procedures, conditions, modifications, if necessary, time and testing locations. We send home a letter prior to the exam to notify the parents of the importance and dates of the exam administration.

6. 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.) 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. 
- 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. It has been our trend that our parents have selected free-standing ESL programs.
- In our school we are using the push-in and pull-out model for the ELLs in the mainstream and the self-contained model for the bilingual class. The ESL teacher pushes in or picks up the students and brings them to his classroom. They are organized mostly in groups of 4-8 by class. The groups are both heterogeneous and homogeneous. We use a hands-on model and a lot of visuals to make content comprehensible and enrich language development.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

The ELL students come to school with little English or at various levels of acquisition and thus differentiating instruction is essential to meeting their language development needs. The SIFE students are tested by the ESL teacher and provided instruction based on their needs to provide equitable instruction at their grade level during the designated Literacy periods within their schedules. Scaffolding is a very important strategy we use. For the ELLs with less than three years we focus on teaching stories and other informational texts at the grade level. We also help improve the vocabulary and grammar. Most of our long term ELLs have failed the NYSESLAT. Some of them are level threes in ELA but still fail the English test. Our focus for these advanced students is teaching more complicated stories and information as well as test-taking strategies. Special attention is paid to the students with special needs. Their groups are smaller, two of three students, so the ESL teacher can work one-to-one. A lot of times the ESL teacher helps the ELL students that have passed the NYSESLAT. We have been using a variety of materials for our ELL students. We try to find materials that are appealing to the students and help them improve their English. We are using Comprehension Matters with reading and writing strategies and find it very helpful for ELA and also Language for Learning to improve content area vocabulary in SS and Science. These materials are from Options Publishing Company. We also use materials from Pearson Education that are common core aligned. All staff members have participated in school wide and network level professional development, which includes but is not limited to QTEL and SIOP. Mr. Bushi the ESL teacher has participated in QTEL, regional workshops and BER seminars.

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)?

We make sure that the mandated instructional minutes are provided according to the proficiency levels. The ESL teacher has the program and the schedule ensuring the mandated minutes. The mainstream students are pulled out from ELA, SS, Science and Art. In Math, the ESL teacher mostly pushes in. When pulled out from ELA, we make sure that ESL strategies are used to understand the ELA requirements. When pulled out from content area, we pay attention to vocabulary development. The bilingual students receive the mandated minutes. We use the ESL strategies to teach ELA. We always make sure that NLA is used to expand our students' acquisition of the second language if necessary.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

As we identify our needs for our varying levels of ELLs they are grouped together for ESL periods and AIS additional periods for targeted instruction. For example our SIFE and NEWCOMER students are encouraged to participate in all afterschool and Saturday Academies to provide ample opportunities which extend beyond the school day to be exposed to English through meaningful and engaging activities. The SIFE and NEWCOMERS receive more hours of ESL services from our ESL provider who focus on test sophistication by constantly exposing those students to test-like passages and comprehension development. The students read passages, deconstructing the language and meaning from the text in order to make meaning and build familiarity with how to use reading strategies to answer test comprehension question. The 7 Keys to Comprehension are constantly are scaffolded into the lessons to ensure that the student are

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. The ESL teacher and the mainstream teachers use ESL strategies to make sure that the ELL students understand the content that is explained to them. The ESL teacher is using the Key Stones Program, Comprehension Matters, Mile Stones.

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

5. In our school ELL students are taught in small groups. When the ESL teacher push – in he teaches the ELL students in a separate group.

a. We have 6 SIFE students in our school. The ESL teacher use different strategies to evaluate their level of understanding in English. He works one to one with them. They are invited to stay after school to get extra support. SIFE students are also invited to attend Saturday academy.

b. We have 21 students who have been receiving ESL instruction for less than three years. These students still have difficulties in English and the ESL teacher is working with them in groups of two to four students. Since these students will be taking the ELA exam The ESL teacher is working together with the other ELA teachers to make sure they get the same content. Many teachers have been trained in SIOP model and we are using that model which is very helpful to ELL students. The ESL teacher is using also Keys Learning series from Pearson Education which is very helpful for newcomers.

c. We have 19 ELL students receiving service 4 to 6 years. These students need help in reading and writing. The ESL teacher is using more advanced reading books like KEY STONES, MILE STONES as well as other books from the 100 Book Challenge program that we use in our school.

d. We have 9 students who have been receiving service for more than 6 years. Most of these students have failed the NYSESLAT in reading and writing. With these students the ESL teacher and other teachers are working together to use scaffolding strategies. They are reading high level books. We also are working on better preparing them for the NYSESLAT.

6. For the students of ELL-SWDs we use instructional strategies such as small guided groups, visuals, computers, teen beez, smart boards. The ESL teacher and other teachers work one to one with these students.

7. We have given the ESL teacher a flexible schedule so he is able to service all the ELL students and give the instructional time required for ELL-SWDs too. He works closely with other service providers also.

8. The ESL teacher push – in and work together with the ELA, MATH and other content area teachers to make sure that the ELL students understand the content. The ESL teacher and other teachers plan together the lessons to make sure the needs of the ELL students are taken into consideration.

9. We do not forget the former ELLs. Even though they have become proficient in English we continue to support them

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At MS 328 the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally the Science teacher (of the Bilingual class) provides multiple opportunities for discussion and comprehension development based on experiments conducted in class with readily available opportunities for students to analyze data, learn the scientific experiment method and build on their Native language skills. Mainstreamed

ELL students are English via the same methodologies and modes on instruction.

As we identify our needs for our varying levels of ELLs they are grouped together for ESL periods and AIS additional periods for targeted instruction. For example our SIFE and NEWCOMER students are encouraged to participate in all afterschool and Saturday Academies to provide ample opportunities which extend beyond the school day to be exposed to English through meaningful and engaging activities. The SIFE and NEWCOMERS receive more hours of ESL services from our ESL provider who focus on test sophistication by constantly exposing those students to test-like passages and comprehension development. The students read passages, deconstructing the language and meaning from the text in order to make meaning and build familiarity with how to use reading strategies to answer test comprehension question. The 7 Keys to Comprehension are constantly are scaffolded into the lessons to ensure that the student are

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. The ESL teacher and the mainstream teachers use ESL strategies to make sure that the ELL students understand the content that is explained to them. The ESL teacher is using the Key Stones Program, Comprehension Matters, Mile Stones.

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

5. In our school ELL students are taught in small groups. When the ESL teacher push-in he teaches the ELL students in a separate group.

a. We have 6 SIFE students in our school. The ESL teacher use different strategies to evaluate their level of understanding in English. He works one to one with them. They are invited to stay after school to get extra support. SIFE students are also invited to attend Saturday academy.

b. We have 21 students who have been receiving ESL instruction for less than three years. These students still have difficulties in English and the ESL teacher is working with them in groups of two to four students. Since these students will be taking the ELA exam The ESL teacher is working together with the other ELA teachers to make sure they get the same content. Many teachers have been trained in SIOP model and we are using that model which is very helpful to ELL students. The ESL teacher is using also Keys Learning series from Pearson Education which is very helpful for newcomers.

c. We have 19 ELL students receiving service 4 to 6 years. These students need help in reading and writing. The ESL teacher is using more advanced reading books like KEY STONES, MILE STONES as well as other books from the 100 Book Challenge program that we use in our school.

d. We have 9 students who have been receiving service for more than 6 years. Most of these students have failed the NYSESLAT in reading and writing. With these students the ESL teacher and other teachers are working together to use scaffolding strategies. They are reading high level books. We also are working on better preparing them for the NYSESLAT.

6. For the students of ELL-SWDs we use instructional strategies such as small guided groups, visuals, computers, teen beez, smart boards. The ESL teacher and other teachers work one to one with these students.

7. We have given the ESL teacher a flexible schedule so he is able to service all the ELL students and give the instructional time required for ELL-SWDs too. He works closely with other service providers also.

8. The ESL teacher push-in and work together with the ELA, MATH and other content area teachers to make sure that the ELL students understand the content. The ESL teacher and other teachers plan together the lessons to make sure the needs of the ELL students are taken into consideration.

9. We do not forget the former ELLs. Even though they have become proficient in English we continue to support them

7. 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?

As part of making the learning more comprehensible for our students all of our teachers have been trained in the following techniques: Use gestures and body language to help illustrate language. Speak clearly and pause often. Using repetition of key

phrases and teaching students how to restate key ideas in their own words. Teachers are encouraged to write new vocabulary and key ideas on the board for those who especially need the audio-visual connection. The teachers frequently stop throughout their lessons to check comprehension and ensure learning throughout the lesson allowing students to ask questions and repair any breakdowns in meaning.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have given the ESL teacher a flexible schedule so he is able to service all the ELL students and give the instructional time required for ELL-SWDs too. He works closely with other service providers also.

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:			
Social Studies:			
Math:			
Science:			

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	45 minutes per day	45 minutes per day	45 minutes per day

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

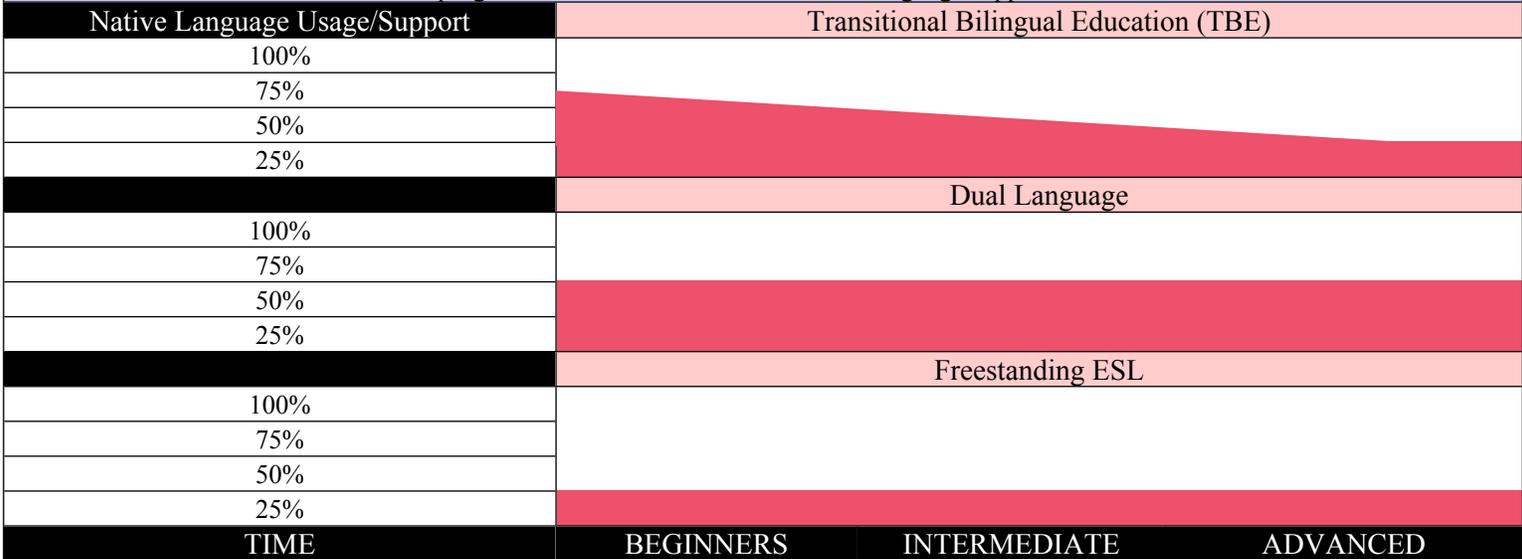
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers have been trained in SIOP model and QTEL strategies and are using that model which is very helpful to ELL students. Both SIOP and QTEL are common core aligned.

The ESL teacher use different strategies to evaluate their level of understanding in English. He works one to one with them. They are invited to stay after school to get extra support. Students are also invited to attend Saturday Academy.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
Parents receive a needs assessment survey on topics that they would like to see discussed. Parent workshops are held throughout the school year, to explain testing, results and ESL comprehension strategies .

E. 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.

Parent phone calls are also made to assist parents that are unable to attend the workshops.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x328 School Name: New Millennium Business Academy

Cluster: 5 Network: CFN 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.

Language translation and interpretation data is collected annually by a review of the preferred language forms, home language surveys and interview with parents when they come to register their children. A bilingual (Spanish) parent coordinator and school secretary are available to address the translation needs of parents. When necessary we reach out to agencies and The Translation Interpretation Unit for interpretation in other languages.

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.

52% of our families are Hispanic. Forty percent (25%) of these families chose to receive all written correspondence in Spanish. We have a small percentage (3%) of families who speak the African dialect, Twi and Wolof, five parents who speak French, two parents who speak Bangladeshi, one who speaks Chinese and two parents who speak Arabic. With the exception of one Bangladeshi parent, these parents have chosen to receive all written correspondence in English.

The school community has been informed during School Leadership Team and Parent Association Meetings. Translation occurs at these events.

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.

- a. We have in house staff members who translate correspondence. All parent letters are translated into Spanish to assure parents are informed of school events. All parent letters are sent to Translation Unit as needed basis for translation into Arabic, French and Bangladeshi.
- b. Report cards comments are written in English and Spanish.
- c. We utilize the Board of Education website to attain translated forms in various languages.
- d. We obtain the services from the Translation Interpretation Unit and other agencies for interpretation in other 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.

- a. Translation is available at all parent events (workshops, parent teacher conferences, hold-over meetings, IEP meetings, Learning Leaders training, parent association meetings, and performances)
- b. Staff is available to assist parents with intepretation in Spanish, and French.
- c. We have a list of agencies which translate to parents who speak languages other than Spanish. These conferences are held via telephone.

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>.

Several of our staff members are bilinugal and serve as traslators and interpretors. We also reach out to the Language Interpretation Unit and other agencies to serve as interpretors for languages not spoken by staff. The Language Interpretation unit is notified and a translator is scheduled prior to all initial, annual, and triennial reviews for parents of SWD's to attend all IEP meetings via phone conference or in person.

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		