



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**

**02M520**

**School Name:**

**MURRY BERGTRAUM HIGH SCHOOL**

**Principal:**

**NAIMA J. COOK**

## School Comprehensive Educational Plan (SCEP) Outline

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## Section 1: School Information Page

### School Information

School Name: Murry Bergtraum High School School Number (DBN): 02M520  
School Level: High School Grades Served: 9-12  
School Address: 411 Pearl Street New York, New York 10038  
Phone Number: (212) 964-9610 Fax: (212)-732-6622  
School Contact Person: Mariella Rueda Email Address: [Mrueda2@schools.nyc.gov](mailto:Mrueda2@schools.nyc.gov)  
Principal: Naima J. Cook  
UFT Chapter Leader: John Elfrank-Dana  
Parents' Association President: Valerie Roman  
School Leadership Team  
Chairperson: Zaileen Washington  
Student Representative(s): Alvia Richard

### District Information

District: 02 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue New York, New York 10001  
Superintendent's Email Address: [MBradbu@schools.nyc.gov](mailto:MBradbu@schools.nyc.gov)  
Phone Number: (212) 356-7563 Fax: (212) 356-7514

### Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 536 Network Leader: Gerard Beirne

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
Naima J. Cook	*Principal or Designee	
John Elfrank-Dana	*UFT Chapter Leader or Designee	
Valerie Roman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Alvia Richard Wilson Dupree	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Zaileen Washington	Member/ SLT Chairperson	
Jeffrey Mardy	Member/ Assistant Principal	
Jeremy Daniel	Member/ Assistant Principal	
Trevor Kerr	Member/ Parent	
Denise Kerr	Member/ Parent	
Kimberlee Imperato	Member/ Parent	
Karlene Ramirez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan**

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

**The Capacity Framework and SCEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Murry Bergtraum High School for Business Careers is a high school with 986 students from grade 9 through grade 12. The school population comprises 44% Black, 42% Hispanic, 2% White, and 10% Asian students. The student body includes 12% English language learners and 16% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013 - 2014 was 68.3%.

Murry Bergtraum High School is dedicated to preparing young adults for the intellectual and academic rigors necessary for college as well as the social demands of the business world. The school's mission, therefore, is to instill in its students a strong sense of ethics, problem solving skills, strategies for consensus building, team spirit, a work ethic, a sense of self-esteem, critical thinking and interpersonal skills. This vision continues to be realized through a continuous effort of change guided by our School Leadership Team. The SLT unites the administration, staff, parents, teachers and students into a school policymaking body responsive to the needs of all members of the school community. The support system provided for students, our dedication to high academic standards and our extensive connections with the business community make Bergtraum the first choice for students who have decided upon business careers.

The 2014-2015 Instructional Focus is: Our students will use text based evidence to develop the skills to coherently articulate their ideas and arguments in their speaking and writing across all content areas. The construction of this focus was informed by analyzing students' work products across the disciplines from the 2013-2014 school year as well as the June 2014 Regents' item analysis and City-Wide Expectations.

According to the 2013-14 Quality Review :

Strengths:

- The administration's effective use of technology, budget, coaches, partnerships, teacher assignment, professional development and student programs support the academic, social and emotional needs of students. (1.3)
- School leaders and staff consistently communicate high expectations and offer feedback, guidance and supports aligned to the Danielson Framework for Teaching to prepare student for the next level. (3.4)
- School leaders frequently observe teachers using the Danielson Framework in order to capture strengths and challenges, offer feedback and design professional development opportunities based on observed patterns. (4.1)

Challenges:

- Continue to align curricula and tasks to CCCLS so that they consistently emphasize rigorous habits and higher-order skills across grades and subjects and for all students with disabilities and English language learners. (1.1)
- Strengthen teaching practices to provide high quality support for all students in order to reflect the common belief that students learn best by being engaged in challenging tasks so that work products reflect higher order thinking. (1.2)
- Strengthen the use of ongoing checks for understanding and common assessment practices in order to consistently make effective adjustments in response to student learning needs across classrooms (2.2)

## 02M520 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	978	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	12	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	18	# SETSS	12	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	5	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	18
School Composition (2013-14)					
% Title I Population	68.5%	% Attendance Rate			68.3%
% Free Lunch	70.2%	% Reduced Lunch			2.5%
% Limited English Proficient	11.7%	% Students with Disabilities			17.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			44.4%
% Hispanic or Latino	42.3%	% Asian or Native Hawaiian/Pacific Islander			9.8%
% White	2.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)			7
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			10
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.45
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	57.1%	Mathematics Performance at levels 3 & 4			38.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	52.1%	% of 2nd year students who earned 10+ credits			38.6%
% of 3rd year students who earned 10+ credits	50.7%	4 Year Graduation Rate			50.6%
6 Year Graduation Rate	70.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 Science (2012-13)					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- CCLS aligned curriculum delivered to teachers in a timely manner at the start of the 2014-15 school year in Math, English, Science and Social Studies.
- Professional Development has been provided to teachers on the Danielson 8 Components, Academic Vocabulary and Writing Mastery Objectives.
- MP1 Pass Rates Showed Growth in 3 out of the 4 Core Subject Areas from LY to TY:

Subject	MP1 2013 Pass Rate	MP1 2014 Pass Rate
English/ELA	49.54%	60.12%
Social Studies	53.6%	53.48%
Math	39.8%	56.58%
Science	52.96%	60.10%

Priority Needs and Action Plan:

- Coherently designed units of study and lesson plans.
  - Action Plan:
    - The school’s cabinet will review mastery objectives with teachers and highlight Danielson component 1E and its impact on the other components, especially 3b, 3c and 3d.
    - The quality of student work products and discussions varies across the school. The school has started implementing the Atlas “Looking at Student Work” protocol in department meetings

- during the Other Professional Work time on Tuesdays to shape future instructional choices.
- Teachers and Administrators will review data (Regents Item Analysis, Baseline Assessments and classroom assessments) to design the access points for all students.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administrators and teachers will continue to engage in professional development aligned to Danielson Framework components 3b, 3c, and 3d as evidenced in a 10% growth in Advance teacher observations from developing to effective.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will engage in professional development sessions that help them unpack the 8 NYC DOE Danielson Framework components, looking at student work to implement pedagogy changes in their classroom that will lead to higher levels of effective teaching and increase student achievement.	All Teachers	Weekly, September 2014-June 2015	Principal, Assistant Principals, Network instructional support specialist and teachers
Administrators will attend professional development sessions on Advance and CCLS to ensure effective practices are accurately being assessed.	Principal and Assistant principals	September 2014-June 2015	Principal and Assistant Principals
On-going observations with feedback sessions to improve pedagogy in the classroom.	All Teachers	Weekly, September 2014-June 2015	Principal, Assistant Principals, Network instructional support specialist and teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Weekly professional development sessions for teachers.
- Network and central staff to provide professional development for Principal, Assistant Principals and additional staff members.
- Common planning time, Department Meetings and Team Meetings.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
N/A													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>				
<p>By February 2015, administrators and teachers will continue to engage in professional development aligned to Danielson Framework components 3b, 3c, and 3d as evidenced in a 5% growth in Advance teacher observations from <u>developing to effective.</u></p>				
<p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths:**

- There are a range of school counselors, SAPIS counselor, School Based Support Team members to support student needs.
- The number of incidents, specifically violent incidents have decreased from September 2014 – November 2014 vs September 2013 – November 2013.

**Priority Needs and Action Plan:**

- Increase the number of extra-curricular activities for students to engage in and ultimately reduce the need for inappropriate behavior.
  - Action Plan:
    - Strengthen the student voice by retooling the Student Government structure.
    - Teachers will work together weekly in teams to discuss a variety of issues related to student performance, attendance, social & emotional learning, and interventions that will be data driven.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school and classroom culture will improve as evidenced by a 10% growth in the number of students reporting they feel safe as measured by the 2014-15 school survey in comparison to the 2013-14 school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Develop a Student Government program for students to voice their concerns and desires to school administration.	Students	February 2015- June 2015	Principal, Assistant Principals, Teachers and Counselors
Develop a Gay Straight Alliance (GSA) for students to create a safe and inclusive school environment.	Students	February 2015- June 2015	Principal, Assistant Principals, Teachers and Counselors
Develop a Morning Basketball program as a positive activity to increase student buy-in to the school culture.	Students	November 2014- June 2015	Principal and Assistant Principals
Implement bi-weekly grade team meetings for teachers to share strategies about struggling students and problem solve together.	9 <sup>th</sup> Grade Students	September 2014 – June 2015	Principal, Assistant Principals and Teachers

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>Funding for a Student Government program</li> <li>Funding for a GSA program</li> <li>Funding for a Morning Basketball program</li> </ul>

### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
N/A													

### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ol style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ol>
By February 2015, there will be an increase in student attendance by 2% from September 2014 – January 2015 compared to September 2013 – January 2014.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS) -based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- The school has a well-defined instructional focus 2014-2015.

Priority Needs and Action Plan:

- Teachers will meet to look at student work in a collaborative process to learn about the effectiveness of their instruction, better understand students' learning and development, develop more effective curriculum and assessment, and find ways to help students do higher quality work.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teacher teams will design units and implement curriculum in Math, ELA, History, and Science that are aligned to the CCLS as evidenced by 80% CCLS alignment in unit plans and lesson plans.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to

**Target Group(s)**  
Who will be targeted?

**Timeline**  
What is the start and end date?

**Key Personnel**  
Who is responsible for implementing and overseeing the activity/strategy?

2. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Develop the school's PD Committee to address teachers' instructional needs and teacher-driven professional development.	Teachers	November 2014 – June 2015	Principal, Assistant Principals, PD Committee
Implement the Atlas "Looking at Student Work" protocol in all departments.	Teachers	October 2014 – June 2015	Principal, Assistant Principals, Teachers
Establish intervisitations with schools and teachers who successfully work with students that are similar to our population of students.	Teachers	January 2015- June 2015	Principal, Assistant Principals, Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development Funding Partner schools, principals and teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
N/A													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
5.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
6.	Specify a timeframe for mid-point progress monitoring activities.			
By February 2015, teacher teams will design units and implement curriculum in Math, ELA, History and Science that are aligned to the CCLS as evidenced by 50% CCLS alignment in unit plans and lesson plans.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3 Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4 Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths:**

- School developed a School Implementation Team (SIT) to facilitate the needs of students with disabilities.
- There are three Connecting Adolescents to Comprehensive Health (CATCH) counselors who support the physical and social-emotional needs of students.

**Priority Needs and Action Plan:**

- Comprehensive support to support the social-emotional needs of students that will improve student attendance, reduce the number of discipline referrals and suspensions.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the social-emotional supports that drive student achievement will increase as measured by a 5% decrease in the number of suspensions from last year as measured by Online Occurrence Reporting Systems (OORS).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide professional development for teachers on how to get to know the whole student and support their needs.	Teachers	January 2015 –June 2015	Principal, Assistant Principals, PD Committee, Teachers and Staff.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development session for teachers on meeting student needs.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												
N/A												

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, the social-emotional supports that drive student achievement will increase as measured by a 3% decrease in the number of suspensions from last year as measured by Online Occurrence Reporting Systems (OORS).				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Functioning Parent Teacher Association.
- Teachers use the weekly Parent Engagement time to invite parents into the school, have parent meetings

Priority Needs and Action Plan:

- Increase parent engagement at Parent Teacher Conferences by making personal phone calls followed up by robo-calls to invite parents into Parent Teacher Conferences.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parent engagement will increase by 3% as measured by the 2014-15 NYCDOE School Survey Report parental response rate.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
3. Research-based instructional programs, professional			

4. development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Increase parent teacher conference attendance by sending letters, robocalls and personal calls from school staff.	Parents	January 2015-June 2015	Principal, Assistant Principals, PD Committee, Teachers and Staff.
Implement a peer mediation program to help students learn how to advocate for themselves and problem solve productively.	Teachers and School Counselors	February 2015-June 2015	Principal, Assistant Principals, PD Committee, Teachers and Staff.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Teachers</li> <li>• Teacher per session and per diem</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
N/A													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
By February 2015, there will be 150 parents and guardians engaged in their student’s educational process as measured by the number of parent/guardian meetings.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who scored below a level 3 on the 8 <sup>th</sup> grade New York State ELA exam.	Remedial Assistance	Small group and Tutoring	After School
<b>Mathematics</b>	Students who scored below a level 3 on the 8 <sup>th</sup> grade New York State Math exam.	Remedial Assistance	Small group and Tutoring	After School
<b>Science</b>	Students who scored below a level 3 on the 7 <sup>th</sup> grade New York State Math exam.	Remedial Assistance	Small group and Tutoring	After School
<b>Social Studies</b>	Students who scored below a level 3 on the 7 <sup>th</sup> grade New York State Math exam. b	Remedial Assistance	Small group and Tutoring	After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher, Guidance Counselor	Counseling Sessions	Small group and one-to-one	During the school day

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School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	978	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	12	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	18	# SETSS	12	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	5	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	18
School Composition (2013-14)					
% Title I Population	68.5%	% Attendance Rate			68.3%
% Free Lunch	70.2%	% Reduced Lunch			2.5%
% Limited English Proficient	11.7%	% Students with Disabilities			17.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			44.4%
% Hispanic or Latino	42.3%	% Asian or Native Hawaiian/Pacific Islander			9.8%
% White	2.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)			7
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			10
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.45
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	57.1%	Mathematics Performance at levels 3 & 4			38.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	52.1%	% of 2nd year students who earned 10+ credits			38.6%
% of 3rd year students who earned 10+ credits	50.7%	4 Year Graduation Rate			50.6%
6 Year Graduation Rate	70.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 Science (2012-13)					
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				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
The school has participated in the NYCDOE Teacher Recruitment Fair to attract and retain highly qualified staff.

**2b. 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).
The professional development sessions will be designed based on data collected from teachers from school surveys and observation trends collected by administrators from school. The purpose of the professional development sessions will be to increase teacher effectiveness and student performance.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).
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**4b. 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 multiple assessment measures, professional development has been provided to the entire staff.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	701,381	x	pp. 11, 13, 16, 18, 20
Title I School Improvement 1003(a)	Federal	16,961	x	pp. 11, 13, 16, 18, 20
Title I Priority and Focus School Improvement Funds	Federal	261,004	x	pp. 11, 13, 16, 18, 20
Title II, Part A	Federal			
Title III, Part A	Federal	20,596	x	pp. 20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	5,159,011	x	pp. 11, 13, 16, 18, 20

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual

identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

### *(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school 02M520, 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 the school and the families. The 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 the school community. 02M520 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template**

02M520, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>520</b>
School Name <b>Murry Bergtraum</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Lottie Almonte</b>	Assistant Principal <b>Jean Woods-Powell</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Jesus M. Duran Melo</b>	Guidance Counselor <b>Sandra Badillo</b>
Teacher/Subject Area <b>Leonidas Jimenez</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Yu Zhen Zong</b>	Parent Coordinator <b>Antonio Odridge</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader (Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1482</b>	Total number of ELLs	<b>175</b>	ELLs as share of total student population (%)	<b>11.81%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/Chinese
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										39	32	14	41	126
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained														0
Discrete ESL class										19	9	7	15	50
<b>Total</b>	0	0	0	0	0	0	0	0	0	58	41	21	56	176

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	35
SIFE		ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	81

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	41		0	45			41			127
Dual Language										0
ESL			3	9		4	39		28	48

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>41</b>	<b>0</b>	<b>3</b>	<b>54</b>	<b>0</b>	<b>4</b>	<b>80</b>	<b>0</b>	<b>28</b>	<b>175</b>
Number of ELLs who have an alternate placement paraprofessional: <u>5</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	15	10	13	60
Chinese										23	19	6	25	73
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>45</b>	<b>34</b>	<b>16</b>	<b>38</b>	<b>133</b>								

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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										29	17	13	27	86
Chinese										12	16	5	24	57
Russian										2	1	1	1	5
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1	2	1	6
<b>TOTAL</b>	<b>0</b>	<b>45</b>	<b>35</b>	<b>21</b>	<b>53</b>	<b>154</b>								

## 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)										19	12	6	10	47
Intermediate(I)										23	18	11	31	83
Advanced (A)										18	12	4	19	53
Total	<b>0</b>	<b>60</b>	<b>42</b>	<b>21</b>	<b>60</b>	<b>183</b>								

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	54		12	
Integrated Algebra	13	96	13	44
Geometry	4	28	3	20
Algebra 2/Trigonometry		14		9
Math _____				
Biology				
Chemistry		17		1
Earth Science	9	20	7	13
Living Environment	20	62	15	25
Physics				
Global History and Geography	11	40	10	19
US History and Government	6	68	6	25
Foreign Language		21		21
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We are in the process of evaluating the options that are available to choose the best battery of examinations that suit the needs of our students. Our ELL team will be investing a great deal of time during the next few months to evaluate the merits of each of the most commonly utilized tools.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data is convincing in respect to the lack of mobility of a considerable percentage of our ELL population. The fact that there are ELLs who have remained at the same proficiency level for more than three years is witness to the need that there must be changes to our instructional and administrative practices. Many students, after testing at the Beginner level on the LAB-R, have continued to score at that same level for years. Others, after having scored at the Intermediate or Advanced levels, have regressed and have fallen back to the previous proficiency level.
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](#))  
N/A
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Most of our students are still taking the content area examinations in their native tongue. That does not mean that they are not capable of conducting them in English. We think this only reflects a tendency to use the most comfortable medium of communication to express their knowledge. Our school is working diligently on changing this trend. We want students who have been in the country for less than 3 years to rely on this modification but we expect to train them so that they can feel comfortable while taking their state examination in English.
- N/A
  - N/A
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](#))  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We believe the findings of neuro-linguistic studies on the positive correlation between the development of native language skills and second language acquisition to be sound. As it states, the better ELLs know their mother tongue, the better they will learn/acquire the target language. It is to this effect that our ELL team is improving its relations with the bilingual content area teachers and native language arts educators to precipitate a change in the way native language arts are taught. We need the school to foster the use of academic Spanish and academic Chinese throughout the school day. Bilingual teachers are being trained on various aspects concerning to this. Teachers are being informed about the new approaches to teaching emergent bilinguals. The use of the mother tongue in the content area is being fostered throughout the building and in all content areas as a means to promote ELL integration and contribution to the academic dialogue while their language skills are being honed.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc).  
Starting this year we are putting in place a system for rapid intervention of ELLs. After every marking period, members of the ESL team will be assigned specific periods to work with content area teachers on the challenges ELLs may be encountering within the content classroom. These meetings will be structured in a way that provide evidence for the difficulties/challenges as well as the corrective measures that can be utilized by teachers. The team will meet with students and create a plan for the current marking period. Once the plan is designed, the ESL teachers once again meet with the content area educator to discuss the plan and improve its design if necessary as well as provide suggestions for the development of the student in that particular class. We are making all teachers of ELLs aware of the demands of the AYP indicators. They are constantly reminded of the urgent need of intervention to avoid losing the opportunity to help the student before it is too late.  
We expect this new initiative will prevent ensure the success of many of our ELLs and will provide teachers with the necessary motivation and structure to guide them.

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](#).)  
When a student uses our school as the entry point to the NYC Education System, there is an established protocol to follow. The counselors meet with the parents and administer the home language survey. Once it is determined that the student's home language is other than English, we proceed to interview the student and schedule with them a day for the administration of the LAB-R (to determine English language Proficiency) and the Spanish LAB (if the student is of Latino origin). The examinations are scored and entitlement is determined by the accumulation of points and the cut-off scores provided by the Office of Testing and Accountability (Memo #2). After the level of proficiency is determined, the student is placed in the appropriate classes.
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.  
After students have been tested and within the 10 days allotted by the NYSED stipulations, our ELL department schedules a meeting with the parents to explain the different options the city of New York has to offer through our school. Parents are then given the appropriate forms to take home and given a date for the submission of the documents. These signed forms are kept in a secure place (ELL Coach Office) and are made available for future reference.
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 [\[see tool kit\]](#).)  
After the scoring of the LAB-R and finding that the student is entitled to ESL services, our ELL Department proceeds to send letters to the parents. Two letters are sent: 1) with the student and 2) through the mail. Parents are required to return one signed letter. This is done to ensure the delivery of the forms. The forms have a tentative date of return. By the assigned date, we encourage the student to bring the letters signed by the parents. If a letter is not returned, we assign the student to our Transitional Bilingual Education program.  
Once the letters are returned, they are stored within the ESL Coach Office and kept secure in a file cabinet in which only appropriate officials have access to.
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.  
All bilingual and ESL placement is informed to the parents and they are explained the program of study that the ELL will be undertaking. At the end of every year the parents are invited to meet with teachers to discuss the development of the program of study and the modifications that might be necessary to correct situations. Important information is provided in written to the parents, in Spanish and Chinese, too.
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.  
Our school understands that testing out of ESL provides the student with more time for the improvement of their academic skills. Our approach to the NYSESLAT is that we prepare our students from the first week of the school year for this examination. Though our instruction is not test directed, we implement test taking skills so that students can become comfortable when sitting for the test. All students are encouraged to participate. During the school year, teachers reinforce expectations for the NYSESLAT. Posters are placed throughout the building and inside the ESL/Bilingual education classrooms to keep students informed of the dates and the challenges they need to be ready to face and overcome.  
The most difficult group has historically been Long-Term ELLs and for that reason we put a lot of effort in helping these students understand the benefits of testing out and the purpose of doing well on the examination.
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.   
Our program offering has been aligned with what parents expect to be available to their children. Due to the availability of two of the three options offered by the city, we are able to satisfy program choices. We are prepared to alter our instructional program in the event parents' choices begin to sway in a different direction. The addition of a third option will be based on the mandated minimum number of students of a specific language group, per grade.

## 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])?
  - a. Our stand alone ESL program follows a departmentalized model of instruction to satisfy the needs of ELLs. Students are assigned to ESL classes based on proficiency level (Beginner, Intermediate, Advance). At the same time, ESL teachers provide extra support by attending specific content area classes, at a teachers' request, to work with ELLs on specific assignments and/or projects. Due to differing linguistic proficiencies, we have decided to group our ELL students according to their proficiency levels. This homogenous approach allows for targeted growth in all areas of language development and in all four modalities (listening, speaking, writing, and reading).
  - b. Within the content areas, ELLs are programmed according to their grade levels. Their proficiency levels differ from class-to-class but we carefully program them so that they are placed with the mainstream population and in an environment that fosters academic and linguistic growth. There are cases in which we program ELL students to be in content classes specifically designed for the needs of the ELL population. TBE students, once transitioned out of the program, continue to be programmed into classes where the teachers, if they do not possess a bilingual license in any of our bilingual languages, are receptive to the academic opportunities the ELLs should be provided. ESL students are programmed into classes where teachers are trained to help them (e.g. QTEL trained or certified)
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)?

The six certified ESL teachers that comprise our teaching staff meet the needs of our academic program. As per state mandates, ELLs receive the specific direct ESL instruction as well as the specific native language direct instruction.

- Beginners receive the stated 540 minutes of ESL plus 1 unit of native language a week.
  - Intermediate students receive 360 minutes of ESL plus 1 unit of native language a week.
  - Advanced students receive 180 minutes of ESL plus 1 unit of native language a week.
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.
    - a. For ESL students, content area classes are delivered in English, however, this does not prevent us from using language strategies that help developing speakers. Teachers with ELLs in their classes are encouraged to use interlanguage techniques if they are capable of speaking the native language of the learner or to utilize other students who might help the student make sense of the content. ESL teachers provide support to all teachers in cases requested.
    - b. Bilingual students on their part are taught following their mandated TBE implementation. Though the native language is initially the main channel for the delivery of instruction, ELLs are exposed from the start to the use of English (e.g. 60:40)
  4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Teachers of ELLs take great measures in preparing materials to support the development of English language learners in their native tongues. A number of assessments in the content areas are designed in specific languages. Teachers inform the ESL department about the need for the translation of any important assignment. The ESL department has a team of academic translators (made up of advanced ESL students who work with a teacher leader to translate documents). Teachers also rely on the translation capabilities of online software for other less common languages. ELLs are also provided with final evaluations in a blended form: English and native language).
  5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Content area teachers are encouraged to promote the improvement of all language skills of all learners regardless of their language background or proficiency. This approach creates a safe haven for ELLs to try their newly acquired language skills. These learners need to exercise and develop their speaking, reading, writing, and listening skills throughout the year and teachers collaborate with them to assist in that development. Content area teachers ensure that all four modalities are evaluated throughout the year. Quizzes, exams, and projects are created that demand the use of specific target skills. The educator follows the goals set by the ESL team and presented in the ELL Snapshot report to ensure that students receive the appropriate exposure and valid summative evaluation of their progress.
  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).

a. SIFE- SIFE students are pre-evaluated and assigned to the respective literacy session or specific academic support. These special students do join the regular classrooms and at the same time, their literacy skills are targeted. The SIFE sessions are daily sessions taught by rotating teachers. The ESL teachers and native language teachers are assigned a period at a time for teaching these sessions. Students are pulled out of different classes for one unit per day. They are also supported within the classroom by paraprofessionals and at other times, push-in teachers.

b. Newcomers- Content area teachers modify their lessons to meet the needs of our newcomers. Lessons are taught in English but teachers provide students with timely intervention such as using the students' native language (if they are speakers of it), pairing the student with a native peer, and displaying content in bilingual format throughout the classroom. Educators also have dictionaries and glossaries in the room.

c. (4-6 years)- For students who have already passed the transitional stage of our program, teachers will design interventions based on the Snapshots created by the ELL department. The specific language needs of our children are targeted and lessons modified.

d. (6+ years)- These long-term ELLs may be of two kinds: a) those born and/or raised in the US, and b) those who have not reached the Proficient level on the NYSESLAT. For the former group, the teachers will focus mostly on their reading and writing deficiencies. These students may speak and have the listening skills of native speakers but lack the academic language that is required to pass the NYSESLAT and other standardized examinations. The teacher enforces the conventions of the English language as well as the use of academic language in the room (literacy driven).

e. (1-2 years after testing out)- Students who test out of our program will remain under our guidance for two years thereafter. These students will be supported in all of their classes, as needed, and their teachers will be made aware that they are former-ELLs.
  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?
 

ELL-SWDs are a focus group in our population. Their teachers are constantly made aware of the needs of this special population in

the hope that all lessons will be modified with their learning difficulties in mind. Supervisors are adamant about the importance of approaching this population with greater intentionality. Teachers will keep in mind the time allocations for our students and modify the language content of their lessons and assignments to meet the linguistic and cognitive needs of their ELL-SWDs.

The material used for each student will be selected from the IEP document that each student has. Teachers in the Special Education department will give a review of the academic goals of each of their students and how to best support them. This information will be utilized within the content areas to ensure that special education students have the entry points that fit their particular learning styles and needs.

The implementation of the online program Achieve-3000 provides teachers with high quality content material that can be adapted to the reading levels of the ELL-SWD (this program is used primarily with the intermediate and advanced levels of ESL).

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?

Due to the intensive nature of our new ESL program, students with learning disabilities might be at risk of being left behind. To prevent this, our ELL Team is partnering with the Special Education department to set the most realistic, rigorous academic and language goals for the ELL-SWD. These goals will function as the framework of academic work within our ESL, TBE, and content area classes. We do believe that students benefit from peer interaction at their grade level. That is why we promote the integration of all ELL-SWDs into the daily academic activities occurring in our classrooms. In addition to all these approaches, we have a number of paraprofessionals who service our TBE and ESL population. Among these paraprofessionals are speakers of the two languages of our bilingual program, Chinese and Spanish.

Our curriculum is adapted to the highest expectations for ELL-SWDs. Their annual academic goals are the result of an exhaustive decision process conducted in the best interests of our students' academic achievement. As a result, we are prepared to make adaptations to the academic requirements of our students with disabilities. Our curriculum guides include instructional expectations from the state and federal levels.

**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:	Spanish/Chinese		
Social Studies:	Spanish/Chinese		
Math:			
Science:	Spanish/Chinese		

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

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

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

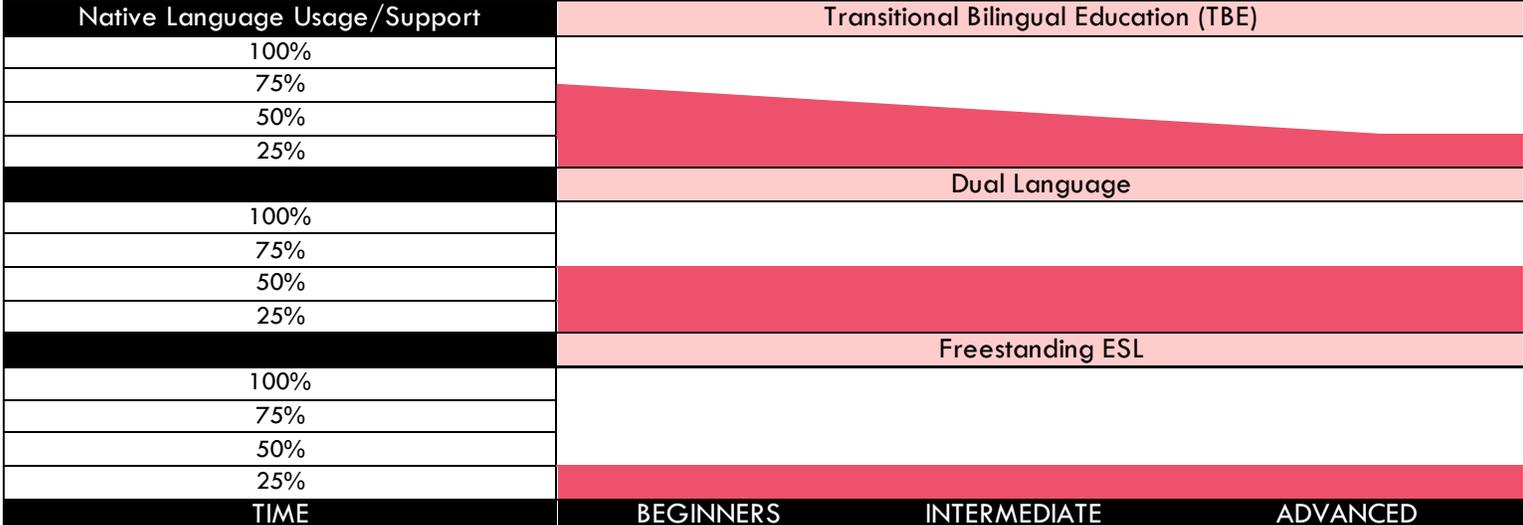
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**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.
- We are taking great measures to ensure the success of our ELLs. ESL Teachers and administrators are spending ample time looking at the data coming from such sources as progress reports and NY state content Regents. We are interested in creating awareness of the specific needs of ELLs. Some ethnic groups seem to be doing better than others in certain subject areas. We started to take measures to use the strength of some of these ethnicities to help other groups create better academic habits. As a learning community, we encourage interaction between heterogeneous cultures that are part of our population. We are making sure that Hispanic and Chinese students learn to interact and work in collaboration within the school structure. This will, in time, allow us to make better use of the capacities and talents of each particular group to benefit the other. As is not a secret, Asian students tend to be good at mathematical subjects. Hispanic students, on the other hand, traditionally have not been as strong. Our approach seeks to partner students with the better peers to precipitate a new shift in academic growth.
- The ELL team is devoting time to meet with the leaders of content areas to identify the ELLs in greater need of intervention. These students are supported during the school day and offered after school tutoring in the content areas with bilingual teachers or regular content teachers with translation support. This is to be done in all content areas throughout the year.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are currently implementing a new program to meet the needs of our ELLs. Quantitative data is not available as of yet because it has been so short a time since implementation began, but in terms of the adaptation of the students to it, it seems to be working and encouraging students to improve their English skills. In the previous system, students were promoted without the necessary levels of proficiency. That is why we found that students might have scored Intermediate or Advanced on the NYSESLAT examination but their communicative skills are very limited. The following semester will be a better point of comparison for the newly established program.
11. What new programs or improvements will be considered for the upcoming school year?
- We are designing the English for Specific purposes model for the Advanced and long-term ELLs who have not passed the NYSESLAT. These classes will focus on academic language to sharpen students' linguistic and professional language skills. We plan to create elective classes designed specifically for ELLs. Our Language Lab is being created for the improvement of students' pronunciation (one of the greatest challenges with our population) and other vital skills (writing, reading, listening). We are equipping the lab with audio headphones/microphone capabilities and software to encourage language acquisition.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- During the year, students are provided with opportunities for support with ESL and content area tutoring. ESL students are encouraged to be a part of different programs such as sports activities and various clubs the school offers. They are then monitored by the ESL team to ensure they are being treated fairly (no discrimination based on language proficiency) and that school resources are being utilized to benefit ELLs as part of the larger community.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials are available for ELLs to reach their adequate yearly level. The ESL classrooms have a variety of dictionaries, picture dictionaries, and school supplies. The ESL department has different resources available. The language Lab is opened two days a week to allow ELLs to complete academic work. Computers are being made available in each ESL and TBE classroom. A variety of reading materials such as fiction and nonfiction books (leveled libraries, abridged version, full versions) are part of our material. Students have permanent access to online software to practice and enhance their skills. There are licenses available for Rosetta Stone, Castle Learning, Achieve 3000, and other computer programs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- TBE students are scheduled for one unit of native language arts every day. There are resources in their native language that support their language acquisition and refinement. Computer programs are an engaging piece of our program. Students spend 1-2 periods a week in the language lab to expose them to academic variants of the language. A huge selection of texts (fiction and nonfiction) is also on hand.
16. Explain how the required services, support, and resources correspond to ELLs' ages and grade levels.
- All of our resources and supports are chosen from the perspective of their utility and effectiveness with teenage learners. It is also important that they represent traditional multicultural values and types so that students feel connected to them, The new ESL

textbook is a colorful text covering topics related to young learners. Such topics as music, food, interests, and travel are at the center of the thematic instructional approach. Literary works have been selected from a variety of literary periods and world cultures. Classic, as well as contemporary literature, will be presented to engage all learners. The materials will promote critical thinking and the evaluation of claims by the authors.

The content area teachers will utilize the same level of textbooks that are used in the regular content classes. That means ELLs do not lack the exposure to the high quality materials.

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.

We plan to create a summer institute for ELL students. It will be entitled "The ESL Summer Immersion Program." This one week program will immerse students in the fundamentals of English language acquisition and give them an overview of the American experience. Trips and activities will supplement to activate interest. This will include a two day camp trip outside of New York City. July is the proposed month for this program.

For the ELLs who enroll during the school year, we plan to have five two hour sessions of language acquisition to help them get up to date with the language content already learned by their peers.

18. What language electives are offered to ELLs?

ELLs are encouraged to take foreign language courses other than their native tongues. Traditionally, many schools have made it common practice to assign ELLs to take courses in their mother language instead of motivating them to come out of their comfort zone and learn a new one. We plan to offer Chinese students two courses in Spanish and two courses of Chinese to Hispanic students.

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.

The ESL department is currently working with the administration to create a common planning period for all teachers who work with ELLs. This will facilitate effective communication with staff members and will eventually promote the mindset the school needs to help ELLs accomplish their goals. Previously teachers were departmentalized and there was little or no interaction between the ESL department and other departments. This year we plan to open that common planning time to have teachers work together to understand the challenges ELLs face and how to best support them. The Applied linguistics library will be created to provide teachers with updated research and other academic support.

We plan to promote action research in the ESL and TBE classrooms. Teachers will be trained in action research and their findings will be published in the newly created SLT Journal for Action Research (this publication will be published twice a year with the work of teachers).

ESL teachers will attend regular internal PD sessions as well as outside the building. The workshops selected will benefit pedagogical growth as language professionals. Some PD will be conducted directly by the office of ELLs and others will focus on language instruction and CCLS adaptation to teaching ELLs. Another implementation will be the creation of the Murry Bergtraum ESL Teacher Institute. Through this new initiative, ESL teachers will be trained in new approaches in applied linguistics, psycholinguistics, and other key areas of interest.

TBE teachers will attend seminars based on their particular subject areas. One of the annual programs is the QTEL Institute that runs for various sessions throughout the school year. Content teachers will attend the seminars to refresh their vocation and arouse a new vitality for their task of teaching. The results will later be seen in student improvement.

All teachers working with TBE students are going to be provided with training in Chinese and Spanish. These learning sessions will be conducted once a week but teachers will have the opportunity to practice through the online system any day of the week they see fit. TBE teachers will be offered the possibility of learning the other language of the TBE (e.g. a teacher with a bilingual license or teach Chinese will be trained in Spanish and vice versa).

As per Jose P, we will hold one whole school PD session and two departmental sessions, totaling 7.5 hours, to cover the fundamental elements of the law. All topics will relate to the needs and requirements of our SWD population and the most appropriate way to meet the needs. The ESL department will work in conjunction with the Special Education department to coordinate these sessions. The content will be prepared by both departments and the delivery will be assigned to specific staff members and/or administrators.

## 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?

Because parental involvement is so critical for the development of ELLs, we have created a strategy in which parents will take an active role in their child's academic progress and success. One of the most salient initiatives we have to promote parent involvement is the creation of the "Annual ESL Gala." This is a night in the month of May when all parents of ELLs and their relatives are invited to attend a series of artistic presentations and student performances. This activity will be inclusive of all cultural heritages represented in our ELL community. This activity will be promoted from the start of the second term and we expect the support and attendance of a great number of parents and ESL students.

The ELL team will encourage teachers of ESL, TBE, and all content-areas to conduct frequent home calls. We are inviting parents of ELLs to visit the school on days other than the mandated NYC teacher-parent conferences. This will allow us to foster great relationships with our parents and help them understand the value of being part of their children's education.

Periodic notes will be sent to parents to inform them of their children's progress in their native languages.

We will also have the "ELLs' Parent Visit Day." This visit will take place for a total of two hours and parents will be introduced to staff members that work with their children. This will be an annual event. Part of the activities of that day will be conducted by students. Students will be celebrated and receive awards for their academic performance.

We will conduct surveys to determine the social and educational needs of the parents of ELLs. Many of them, after being in the US for more than three years, do not possess any more than just survival English language skills. The parent surveys will inform us about the programs we should develop for them or the agencies to connect them to.

## 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.

N/A

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lottie Almonte	Principal		1/1/01
Jean Woods-Powell	Assistant Principal		1/1/01
Antonio Odrige	Parent Coordinator		1/1/01
Jesus M Duran Melo	ESL Teacher		1/1/01
	Parent		1/1/01
Leonidas Jimenez	Teacher/Subject Area		1/1/01
Yu Zhen Zhong	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandra Badillo	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

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

DBN: 02M520 School Name: Murry Bergtraum High School

Cluster: 5 Network: 536

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

### **Part A: Needs Assessment Findings**

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

There are two kinds of sources we will rely on to collect data to conduct a thorough analysis of the language translation needs of our students' (parents, tutors, etc.):

- a. Data from the Home Language Survey- All data available through the NYC Education Department is given priority for the development of our language translation plan. This information allows us to create letter templates in all represented languages.
- b. Internal Language Interview- Because the language used at home may have changed, we ensure that our students are interviewed to determine current language status of the parents. This may be due to the parents having achieved English proficiency or due to a change in parent/tutor responsible for the child. We make sure to communicate with parents effectively. In some cases, parents may be fluent speakers of the language but lack academic training to be able to read it. In those instances, we need to make sure that parents are contacted using the most effective means of communication.

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.

The school will provide all communication in the most effective manner for parents. All communication documents (e.g. letters, reports, messages, invitations, etc.) is offered in the native language of the parent/tutor as well as in English. For less standard messages, the school relies on the native speaking faculty. This is mainly in Chinese and Spanish. However, when it comes to other languages, we utilize the translation services available through the NYC Department of Education.

These services is coordinated by the Parent coordinator who has to his charge the internal, as well as the external, organization of services. In addition to the translation services we have highlighted above, we are preparing a pool of standard messages formatted for word processors from which staff and faculty can pull phrases to create specific messages.

This information is provided to staff and faculty members so that they are aware of the language needs in our school. Teachers are supplied

with lists of students, their respective language, and preferred channel of communication.

## Part B: Strategies and Activities

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

The school will provide all communication in the most effective manner for parents. All communication documents (e.g. letters, reports, messages, invitations, etc.) is offered in the native language of the parent/tutor as well as in English. For less standard messages, the school relies on the native speaking faculty. This is mainly in Chinese and Spanish. However, when it comes to other languages, we utilize the translation services available through the NYC Department of Education.

These services is coordinated by the Parent coordinator who has to his charge the internal, as well as the external, organization of services. In addition to the translation services we have highlighted above, we are preparing a pool of standard messages formatted for word processors from which staff and faculty can pull phrases to create specific messages.

This information is provided to staff and faculty members so that they are aware of the language needs in our school. Teachers are supplied with lists of students, their respective language, and preferred channel of communication.

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.

For all meetings and/or assemblies (e.g. graduation ceremonies, etc.) where parents are in attendance, oral interpretation services will be provided to facilitate understanding of the message and to encourage inclusion. The Parent Coordinator will schedule the intended services with the NYC Department of Education Translation Services and will arrange for an organized process. The technological devices and the trained interpreter(s) will be provided by the NYC Translation Services.

When conversations over the phone are necessary, the staff or faculty member will inform the Parent Coordinator and he will arrange for the services to be provided.

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>.

We are developing a process in which parents are made aware of their rights to be provided translation and interpretation services. As per Chancellor's Regulation A-663 we are:

- a. providing parents with a copy of the Bill of Parent Rights and Responsibilities. (A-663.VII.a)
- b. preparing and posting the signs for publicizing the availability of services for parent who do not speak English. (A-663.VII.b)
- c. structuring a contingent plan in which teachers/staff are assigned the task of serving as interpreters during emergency situations in which parents try to communicate with the school. (A-663.VII.c)



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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

**Part B: Direct Instruction Supplemental Program Information**

6     7     8     9     10     11     12

Total # of teachers in this program: 11  
# of certified ESL/Bilingual teachers: 8  
# of content area teachers: 3

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: Allocated Amount: \$14,474.21

Breakdown of teachers by certification license area:

100 % of ESL teachers involved in the program hold the NYS license for English to Speakers of Other Languages

100% of subject teachers involved in the program hold the NYS license in their respective content area.

-----Newcomers-----

There are 17 newcomer ELLs in our school. Most of this population are in the 9th grade (12 out of the 17). These are the programs we have designed for them.

Title III After School AIS Program-----

We have designed a socio-academic integration program in which the 17 newcomers will be exposed to academic as well as social norms that regulate the life of students in the U.S. This program will run for 8 weeks (2 hours a week, from December 15th through May 22th). The period will be delivered on Wednesday and Thursday's from 2:30-3:30 p.m. for group one and 3:18-4:18 p.m. for group 2. These students' academic levels range from the 9th to the 11th grades. These 8 weeks will amount to 16 instructional hours. 2 ESL certified teachers will be in charge of this instructional program.

The rationale for this program is that newcomers need structured integration to their new academic and social environment. New York City has much to offer these students, therefore they would benefit from a program that helps them improve academically and to acclimate to American culture. The program will alternate between academic and social topics. Here is a list of the first 12 topics that will be addressed: 1: "School in the US", 2: "Writing formats in the US", 3: "Understanding school structure in the US" (high school to college), 4: "Standardized testing strategies 1", 5: "Language and numbers in the US", 6: "Being part of the community" (trip to get acquainted with the community, at no cost for Title III, other than per session), 7: "Using the Internet for communication", 8: "Using the internet for research" 9: "Standardized testing strategies 2", 10: "The government in the US (municipal state, federal)", 11: "Academic language and academic attitudes", 12: "Assessing the opportunities the US offers". Students

**Part B: Direct Instruction Supplemental Program Information**

will be engaged in much hands-on, project based learning. Teachers will be chosen based on their familiarity and sensibility to culturally diverse populations.

The cost of this initiative will be \$1,648.32. 2 ESL Teachers. 16 hours.

NYSESLAT Preparation: Newcomers will also be prepared for the state examination for ELLs (NYSESLAT). We have designed this to be a Saturday program. These are the dates for this program: March 28; April 18, 25; May 2nd. One certified ESL teacher will conduct the direct instruction during these three hour sessions (9 a.m.-12 p.m.)

Newcomers need coaching to acquire the skills necessary to gain proficiency for the NYSESLAT. Most of our ELLs come from nations in which standardized tests are not the norm, therefore, they lack the skills to succeed. The content which will be focused on during these sessions is the following: test-taking strategies, listening strategies, and note taking, writing for the descriptive paragraph section, writing for the fact-based writing part of the test, etc. S1: "Using descriptive language and writing descriptive paragraphs"; S2: "Listening and note-taking strategies for the NYSESLAT"; S3: "Reading strategies for the NYSESLAT"; S4: "Test-taking strategies: time and concentration".

The amount of hours allotted for this program is 12. This will total \$618.12. 1 ESL teacher.

-----Long-Term ELLs-----

There are 32 students designated as Long-term ELLs in our school. The average number of years of service for this population is 9 years. These are the initiatives that we have put in place and the rationale for its implementation. Below is the rationale for programs that have to be put in place to address the needs of our Long-term ELLs.

Title III After School AIS Program-----

NYSESLAT Preparation: Due to the fact that many of these students have remained stagnant within the ESL program, we believe they will benefit from a direct instructional program that targets their specific needs. The program will target twenty (20) of these students to prepare them for the NYSESLAT.

These students will be trained in test-taking strategies, listening strategies, note taking skills, writing for the descriptive paragraph section, writing for the fact-based writing part of the test, etc. The program will be facilitated by two (2) certified ESL teachers.

The 20 LT-ELLs will be separated, according to their language needs, into two tracks. This program will run for 6 weeks, from February 25th to April 23rd (every Wednesday & Thursday at 2:35 p.m. (session 1) and 3:20 p.m. (session 2) excluding the weeks of the Winter break, Spring break, and Teacher-Parent meetings). Each individual session will be one hour long. The total amount of hours for the program is 24 (12 per track).

**Part B: Direct Instruction Supplemental Program Information**

Total cost- \$2,472.48. 2 ESL teachers. 24 hours.

English Regents Preparation: There are 7 juniors/seniors who are mandated to take the ELA Regents this year. This program will allow us to support their academic needs and provide them with the skills to be able to pass the examination.

The program will run 8 weeks, 24 hours. 1 ESL teacher will facilitate these classes. The classes will be facilitated in two sessions: Session 1 will run from December 3rd to January 15th; and session 2 will go from May 6th to June 18th. The classes will take place every Wednesday and Thursday from 3:30-5 p.m.

The content of these sessions will be based on test-taking strategies, writing skills, reading skills, listening strategies, and note taking for the ELA Regents.

The total cost will be \$1,236.14 . (1 ESL teacher, 24 hours)

Title III AIS Saturday School Program-----

Math Regents Preparation (Spanish/Chinese): Of the 32 LT-ELLs, only two students have already passed the Algebra Regents examination. Out of the 32 students, only two of these students do not have Spanish as their home language. This program will help our students achieve mastery of the common vocabulary used on the examination as well as strengthen their basic mathematical skills so that more advanced elements may be included. The math teacher will be supported by an ESL teacher to help students develop test taking skills for the math exam.

The program will run for 18 hours (3 hours per session- 9 a.m.-12 p.m.) . Half of these (9 hours) will be used to facilitate Regents' preparation before the January Regents Examination period, and the second half will be used to facilitate instruction for the June examination period.

Three (3) teachers will take part in this program: 2 ESL and one math content teacher. The cost of the program will be \$2,781.54. (2 ESL teachers, 1 Math Content Teacher, 18 hours)

ELA Regents Preparation: This Saturday program will work as an intensive preparation for the ELA Regents examination. Students will benefit immensely by the direct teaching of important elements of the ELA Regents examination (note taking skills, reading skills, writing skills, listening skills, and multiple choice strategies).

The program will take place for four (4) Saturdays from 9 a.m.-12 p.m.: 2 Saturdays before the January ELA Regents examination and 2 Saturdays before the June ELA Regents examination.

The total of hours will amount to 16, and the sessions will be facilitated by 2 certified ESL teachers.

The total cost of this program will be \$1,648.32.

-----SIFE-----

30 ELL students at MBHS have been designated as SIFE out of the 109 total ELL student population. These are the initiatives that we have put in place to address the specific academic needs of our SIFE

## Part B: Direct Instruction Supplemental Program Information

students and the rationale for their implementation.

This is the format of the Title III AIS Saturday School Program:

**Math Regents Preparation:** There are eleven (11) Spanish-speaking-SIFE students who have not been able to pass the Algebra Regents examination. This is due to their low literacy and numeracy skills. This program will help them to achieve mastery of the common vocabulary used on the Algebra Regents examination as well as strengthen their basic mathematical skills, so that more advanced elements may be included in the instruction. The program will be designed specifically for SIFE students in regard to the implementation of specific pedagogical strategies and utilization of resources.

This program will be run for 18 hours (9 hours in preparation for the January Algebra Regents examination and 9 hours for the June Algebra Regents administration). Sessions will be from 9 a.m. -12 p.m. There will be a certified ESL teacher accompanying any math content teacher who does not possess a bilingual license. The ESL teacher will speak the language corresponding to these students.

The cost of this program will be \$1, 854.36. (2 teachers in total (1 ESL, 1 content Math, 18 hours)

**ELA Regents Preparation:** There are twenty (20) SIFE students (8 Spanish, 11 Chinese, and 1 Arabic) who are in the 11th/12th grade that need to pass the ELA Regents examination. This program will help them achieve mastery of the common vocabulary used on the examination as well as help them to exercise their linguistic and literary skills. The program will be designed for SIFE students only and the teaching strategies and resources will be specifically designed with them in mind.

The program will take place for 15 hours (6 hours in preparation for the January examination, and 9 hours for the June administration) and will be facilitated by one certified ESL teacher. Sessions will be from 9 a.m. to 12 p.m.

The cost of this program will be \$772.65. (1 ESL Teacher, 15 hours in total, 3 hours for five Saturdays)

Other programs are designed to promote their achievement in the NYSESLAT. These are to be conducted during after school hours:

**Title III AIS Afterschool Program-**

**NYSESLAT Preparation:** This initiative promises to train our SIFE students to understand the format of the NYSESLAT test as well as review critical language structures and vocabulary necessary for passing this examination. These hours have been limited to one hour per session so that students do not feel overwhelmed with the amount of time they spend in the building.

Twenty (20) SIFE students will take part in this initiative. This program will be facilitated by two (2) ESL certified teachers.

It will run from February 25th to April 2nd (every Wednesday & Thursday at 2:35 p.m. (session 1) and 3:20 p.m. (session 2) excluding the weeks of Winter break, Spring break, and Parent-Teacher meetings. This program will be 14 hours in total and two (2) certified ESL teachers will be involved in the

**Part B: Direct Instruction Supplemental Program Information**

facilitation process. Each session will be for one hour long.

The cost of this initiative is \$1,442.28 (2 ESL teachers, 14 hours).

**Part C: Professional Development**

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

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

Begin description here: Allocated Amount: \$4,944.96

-----Newcomers-----

Teacher Development Program-----

Teachers who are involved in the instruction of newcomers will receive professional development hours so that they can plan their instruction in accordance with the most effective practices that this population demands.

The teachers selected for the program will take part in 6 sessions of PD. This will amount to 6 hours for the whole group. A certified ESL teacher (or even the department administrator, at no cost to Title III) will be in charge of facilitating the training sessions. These sessions will be distributed throughout the school year: three during the Fall semester and the other three during the Spring semester.

The topics treated in these PD will be the following: PD 1: “Who is a Newcomer?”; PD 2: “Language Skills Transference (L1 to L2)” ; PD 3: “Teaching Strategies for Teachers of Newcomer ELLs”; PD 4: “Teaching Reading Strategies to ELLs Using Their Native Language”; PD 5: “Integrating the Newcomer into the Educational Community”; PD 6: “Promoting Self-awareness and Confidence in Newcomer Ells”.

The cost of this professional development program will be \$927.18. (3 ESL teachers, six 1 hour sessions, 4-5 p.m. on Monday afternoons)

NYSESLAT: Teachers who teach the NYSESLAT sessions will also be trained in helping newcomer students gain necessary skills for proficiency on the NYSESLAT. There will be three PD sessions: PD 1: “Teaching Explicit Reading and Writing Skills to Succeed on the NYSESLAT”; PD 2: “Teaching Strategies for the NYSESLAT 1 (reading and listening)” ; PD 3: “Teaching Strategies for the NYSESLAT 2 (descriptive writing and essay writing)”.

These three sessions will be conducted for 2 hours each (total of 6 hours), and will include two (2) certified ESL teachers and an ESL facilitator. The cost of this initiative is \$927.18. (3 ESL teachers, 2 hour sessions, 4-6 p.m. on Monday afternoons)

## Part C: Professional Development

### -----Long-term ELLs-----

#### Teacher Development Program-----

Teachers taking part in the teaching process of Title III programs will be part of PD sessions geared to meeting the specific needs of LT-ELLs. These sessions will provide teachers with the necessary tools to understand the characteristics and behaviors of LT-ELLs and how to better help them achieve specific goals.

Topics that will be covered are: PD 1: “Who is a LT-ELL?”; PD 2: “Teaching Writing Structure for LT-ELLs”; PD 3: “Math Strategies for Teachers of LT-ELLs”; PD 4: “Teaching Reading strategies for LT-ELLs”; PD 5: “Reading Resources to Aid in the Passing of the ELA Regents Examination”; PD 6: “Teaching Necessary Skills for the Math Regents Examination”.

The PD will be facilitated by 1 ESL teacher and will run for 1 hour each session (6 hours total). 3 teachers will participate in these sessions as trainees. Some of these PDs may be delivered in conjunction with the network (at no cost for Title III). The total cost will be \$927.18. (3 ESL teachers, 1 hour sessions, 4-5 p.m. on Monday afternoons)

### -----SIFE-----

Regents Preparation PD: Teachers taking part in this program are those responsible for the instructional sessions geared for SIFE students. The content of these PDs will be driven by the needs of this specific population. The topics (2 hours each) include: PD 1: “Who is a SIFE student?” (Looking at the characteristics that make up a SIFE student and the population of SIFE ELLs present in our school and taking part in the program); PD 2: “Teaching Numeracy and Literacy to the SIFE student?”; PD 3: “Teaching Skills for the Math Regents’ Examination”; PD 4: “Teaching Skills for the ELA Regents’ Examination”; Semester 2: PD 5: “Strategies for the Development of Reading, Writing, and Numeracy Skills of SIFE ELLs” (focused survey of trending resources focused on strategies to implement with SIFE students); PD 6: “Looking at Student Work to Inform Instruction”; PD 7: “Teaching of Skills for the Math Regents Examination”; PD 8: “Teaching of Skills for the ELA Regents Examination”.

Three (3) teachers will take part in this program. This initiative will run for 8 hours, 1 hour per session, after school. The meetings will occur on Monday afternoons (4-5 p.m). The total cost of this program will be \$1,236.24.

NYSESLAT Preparation PD: Teachers working with the NYSESLAT sessions will be provided with PD opportunities to review and implement best practices for the population in focus. There will be an ESL certified presenter, and 2 participants in each of the training sessions. This program will run for 6 hours.

These are the topics that will be focused on: PD 1: “The Content of the NYSESLAT” (Looking at Exemplars from the NYSESLAT Examination and Practicing the Grading of Quality Work); PD 2: “Teaching Strategies for the NYSESLAT 1 (Reading and Listening)”; PD 3: “Teaching Strategies for the NYSESLAT 2

### Part C: Professional Development

(Descriptive Writing and Essay Writing").

The cost of this program will be \$927.18. (3 ESL teachers, 6 hours, Monday afternoons from 4-6 p.m.)

### Part D: Parental Engagement Activities

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

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

Begin description here: Allocated Amount: \$1,081.71

-----Newcomers-----

Parents of newcomers need to be aware of the importance of the new comer adapting to a new life in the United States. These sessions will help the parent engage with the learning community and start to build a stronger relationship with the school. The parents of our newcomer students will be invited to attend these sessions by staff phone calls, school notices given to students, and mail (letters). The topics of the sessions will be: S1: "What does it mean to study in the U.S.?" (December 2014, 1.5 hours) (Presenting and Evaluating the Educational Resources offered to all Newcomers in the U.S.); S2: "How can I Become a Part of my Community?" (February 2015, 1.5 hours) (Community based organizations are invited to talk to students and parents about their communities and how to participate in community dialogues); S3: "What can I do to Help my Child Excel Academically and on Standardized Tests?" (April 2015, 1.5 hours)

Parents will learn how to meet the academic, social, and emotional needs of their children in helping them develop study habits and skills necessary to excel on state and national examinations. The sessions will run for two hours and will be facilitated by two certified ESL teachers (one who is adept in Chinese and the other teacher in Spanish-translation purposes).

Total # of hours- 4.5 hours (1.5 hours each session)

Dates- December 2014, February 2015, and April 2015, Thursday Evenings from 5:30-7 p.m. or Saturday/Sunday mornings from 10:30 a.m.- 12 p.m. (3 sessions in total)

# of teachers (facilitators)- 2 teachers

Total Cost- \$463.59

## Part D: Parental Engagement Activities

### -----SIFE-----

Parents of SIFE students need to be aware of the implications of the SIFE classification and how to help their children adapt to the academic environment in the U.S. We have planned informational sessions for the parents of our SIFE students. The topics of our sessions will be: S1: "Who is considered a SIFE student?"; S2: "What Can I Do to Help my Child Acquire the Necessary Skills to Excel in School and on Standardized Tests?"

Parents will gain an understanding as to the importance of their child developing skills, study strategies, and habits to excel in school and on state and national examinations. The sessions will run for 1.5 hours and will be facilitated by 2 certified ESL teachers (1 fluent in Chinese and the other, fluent in Spanish (translation purposes). The first session will occur in December 2014 and the other session, March 2015.

Total # of hours- 3 hours

Dates- December 2014 and March 2015, Thursday evenings from 5:30-7 p.m. or Saturday/Sunday mornings from 10:30 a.m. to 12 p.m.

# of teachers (facilitators)- 2 ESL teachers

Total Cost- \$309.06

### -----Long-Term ELLs-----

Parents will attend two (2) informational sessions- one during the month of December 2014 and the other during the month of March 2015. The titles of the sessions will be: S1: "Who is considered a LongTerm ELL student?"; S2: "How can I Support my Child with Language Acquisition and Acquisition of academic skills?"

These sessions will be facilitated by two certified ESL teachers (1 teacher a Chinese speaker and the other, a Spanish speaker). The sessions will run for 1.5 hours each.

Total # of hours- 3 hours

Dates- December 2014 and March 2015, Thursdays evenings from 5:30-7 p.m. or Saturday/Sunday mornings from 10:30 a.m. to 12 p.m.

# of teachers (facilitators)- 2 ESL teachers

**Part D: Parental Engagement Activities**

Total Cost- \$309.06

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