



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

09X329

School Name:

NEW MILLENNIUM BUSINESS ACADEMY

Principal:

DORALD BASTIAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: New Millennium Business Academy School Number (DBN): 09X328
School Level: Middle Grades Served: 6,7,8,SE
School Address: 1000 Teller Avenue Bronx, New York 10456
Phone Number: 718-588-8308 Fax: 718-588-8767
School Contact Person: Dorald Bastian Email Address: Dbastian@schools.nyc.gov
Principal: Dorald Bastian
UFT Chapter Leader: Michelle Sbano
Parents' Association President: Yolanda Santiago
SLT Chairperson: Frances Michael Aufiero
Student Representative(s): _____

District Information

District: 09 Superintendent: Letica Rodriguez-Rosario
Superintendent's Office Address: 450 St. Paul's Place Bronx, New York 10456
Superintendent's Email Address: LRodriguez-Rosario@schools.nyc.gov
Phone Number: 718-579-7143 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CFN 534 Network Leader: Ben Waxman

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:

- 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*.
- 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.**
- 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dorald Bastian	*Principal or Designee	
Michelle Sbano	*UFT Chapter Leader or Designee	
Yolanda Santiago	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Weiss	Member/ Teacher	
Shanieka Muniz	Member/ Teacher	
Frances Aufiero	Member/ Teacher	
Susana Arroyo	Member/ Parent	
Desi Washington	Member/ Parent	
Lydia Hampton	Member/ Parent	
Steve Arroyo	Member/ Parent	
	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.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **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.
8. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
9. **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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.

MS 328 is "A School With A Passion For Excellence." Located in the Morrisania neighborhood of the South Bronx, the school serves approximately 180 students. 25 percent of the student body receives special education services and roughly 27 percent are English language learners (ELL). Nearly 20 percent of the families that we serve reside in temporary housing and the school provides free lunch for 100 percent of the student body under the universal free lunch program. The school prides itself on providing quality education service in a small learning community where every child is recognized for their individual strengths and learning needs. The school is the recipient of a \$30,000 grant to continue the successful implementation of its attendance mentoring program. Students and families benefit from a small learning community as measured by the annual school environment survey, progress report, academic achievement as measured by the State Summative assessments (including the NYSESLAT), and other school-based learning measures including student attendance.

Instructional rigor at MS 328 is defined by our students' ability to demonstrate initiative, adaptability and collaboration while engaging in academic tasks that require critical thinking and problem-solving skills. We believe that we can nurture these qualities in our students by providing rich and challenging curricula that is engaging and meaningful to their lives and future goals. This mission is evidenced by our school's instructional focus, "Quality Interactions," which is measured through interval benchmarks that capture progress through regular analysis of student writing.

Each unit of study begins with rigorous, standards-based performance tasks that we assign as a pre-assessment and monitor through mid and end unit assessments. Across classrooms, all teachers have the common practice of highlighting both content and language objectives and design key learning activities that require higher order critical thinking skills accordant with Depth of Knowledge. Because nearly 50 percent of our learners are either ELLs or SWDs, our instruction focuses on making content comprehensible for all learners through vocabulary development, collaborative student work and building background to make content meaningful. This year we will continue to immerse ourselves in rigorous teaching and learning practices by engaging in regular lesson studies through which teacher teams design lessons together, observe one another teach and provide teacher-peer feedback using established protocols. We will connect this aspect of our work with the Danielson framework for evaluating instruction in order to deepen professional practices particularly in Domain 3, components 3B, 3C and 3D.

Across content areas teachers will focus on increasing student engagement in learning by developing lesson tasks that encourage a closer reading of shared texts, providing scaffolds to support comprehension and using linguistic stems to frame classroom discussions and student writing.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community

partners

- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

09X328 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	172	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	2	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	64.7%	% Attendance Rate	89.6%	
% Free Lunch	84.5%	% Reduced Lunch	1.1%	
% Limited English Proficient	25.7%	% Students with Disabilities	25.1%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.6%	% Black or African American	36.4%	
% Hispanic or Latino	59.4%	% Asian or Native Hawaiian/Pacific Islander	1.1%	
% White	1.6%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	13.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	7.3	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.4%	Mathematics Performance at levels 3 & 4	4.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	33.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (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	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
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	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	NO	
Economically Disadvantaged	NO			
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	YES			
Accountability Status – High 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 Graduation Rate (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			

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School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	172	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	2	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	2	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	64.7%	% Attendance Rate			89.6%
% Free Lunch	84.5%	% Reduced Lunch			1.1%
% Limited English Proficient	25.7%	% Students with Disabilities			25.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.6%	% Black or African American			36.4%
% Hispanic or Latino	59.4%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			13.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.3
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.4%	Mathematics Performance at levels 3 & 4			4.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			33.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (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			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
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			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
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	YES				

Accountability Status – High 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 Graduation Rate (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				

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Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.6%	% Black or African American		36.4%	
% Hispanic or Latino	59.4%	% Asian or Native Hawaiian/Pacific Islander		1.1%	
% White	1.6%	% Multi-Racial		N/A	
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Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
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Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (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		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
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		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		NO	
Economically Disadvantaged	NO				
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	YES				
Accountability Status – High 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 Graduation Rate (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				

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.

The school will continue to protect time and structures for teachers to develop unit and lesson plans that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. The school strengths in this area include

- Structured time to meet in grade level and content areas teams
- Lead Teacher mentorship for new staff
- Collaborative lesson planning and lesson studies
- Regular use of research-based practices for looking at student work together in order to drive decisions made in curricula modifications.

The school will build upon these strengths during the 2014-15 school, focusing upon the following as priority needs:

- Developing a shared instructional focus around quality interactions so that all learners will have access to content that is rigorous, but comprehensible
- School leaders will provide weekly job-embedded professional development around school’s instructional focus
- Teacher teams in all core content areas will set benchmark checks to ensure that instruction is 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 – 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, all teacher teams will implement curriculum units in mathematics, ELA, social studies, and science which include rigorous and engaging learning tasks that are aligned with CCLS. Curriculum units will include multiple entry points ensuring access for ALL learners with a specific attention to providing scaffolds for ELLs and SWDs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Provide and protect ELA team based structure that allows teachers time to unpack NYCDOE ELA Expeditionary Curriculum • Provide and protect mathematics team structure that allows teachers time to unpack constructivist program Connected Mathematics Project • Teachers will continuously analyze student work using structured protocols to assess student progress with CCLS standards, essential understandings, and identify what skills students have attained in order to make strategic instructional decisions. • Provide teachers with school wide data that demonstrates the progress needed to be made in order to meet AYP targets and school wide goals. • Develop and implement on-going benchmarks with performance based tasks in ELA, mathematics, social studies, and science. Assessments will provide attention to multiple entry points for ALL learners and identified student subgroups (i.e., ELLs, SWDs, and targeted student groups). • Meet with instructional staff at least once per quarter to review actual student work and student assessment data to ensure that students are on track to make progress during the 2014-15 school year. • Educational consultants to provide technical support to school leadership team and core content area teams as they work to develop engaging, coherent, and rigorous curriculum. • Provide ESL and SETSS teacher time to push into class rooms to support students during ELA and math instruction. • Provide independent reading and coach support via the 100 Book Challenge program with its rewards and monitor student progress weekly. • Provide all students with a CCLS aligned mathematics text 	<p>All Pedagogical staff</p>	<p>September, 2014 through June, 2015</p>	<p>Principal, Assistant principal, Lead teachers, School Support Network, Educational consultant.</p>

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Part 4 – Resources Needed

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

Highly quality teachers in all Core content areas, Mathematics and ELA Lead teachers, Educational consultant, network support, adjusted school program to provide structured time to conduct teacher lesson studies.

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	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funding will be provided from various sources allowable in school budget including priority school funding.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- ❖ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- ❖ Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring will occur along the following timeframes:

- By January, 2015 teacher teams will evaluate the success of curricula implementation by reviewing a triangulation of student performance data, and curriculum pacing calendars in order to determine strategic modifications to the school’s curricula.
- Weekly teacher professional development surveys following each job-embedded PD session to maintain a culture of reciprocal teaching and learning among pedagogical staff.
- Analysis of student work at the end of each 6-8 week unit.
- Mid and end unit assessment in in all major content areas
- Analysis of student writing in all content areas to evaluate rigor and impact of teaching scaffolds.
- Student benchmark assessments will be collected and shared for analysis on shared school portal.

Part 6b. Complete in February 2015.

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

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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:

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.

6. 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 5 Statement of Practice (SOP) Addressed		HEDI Rating
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:

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Dveloping and Ineffective.

8. 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.

All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fosters a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. Last year the school was recognized for its exemplary attendance mentoring program which successfully produced significant gains in student attendance for students who historically engaged in chronic or severe absenteeism. The school has received a \$30,000 grant to continue the successful work of this program.

The school will continue to build up systems and structures to address the needs of the whole child. These include building upon local partnerships to provide guidance and intervention programs onsite as well as health care services for students in need. Approximately 20 percent of the school’s population resides in temporary housing. The school will continue to provide support services for students to receive eye and dental screenings at least once annually.

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.

Working in tandem with community based partners, the school will continue to provide guidance and intervention services as well as physical health care services to meet the needs of all learners with particular attention to school

attendance and factors that may impact attendance. Key community partners include: Claremont Village Foundation, Leadership Program, Hip Hop For Life, Helen Keller Child Eyesight foundation and Health First Dental care foundation. By June 2015:

- 100 percent of students will have participated in at least one advisory course
- 100 percent of students will receive a vision screening and free eyeglasses if needed
- 100 percent of students will receive dental screening and free service referral as needed
- Increase overall school attendance by at least 2 percent.

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: <ul style="list-style-type: none"> ❖ Research-based instructional programs, professional 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). ❖ Strategies to increase parent involvement and engagement ❖ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Intervention and Attendance Team will continue to meet on student needs relating to attendance and social/emotional development • Utilize Parent Coordinator role to increase parent awareness of how to support student academic goal • Grade Level Teams will continue to meet to manage and plan PBIS. In addition, they will focus on youth development and plan intervention strategies around social and emotional needs of ALL learners. • Utilize school Guidance Counselor to support social and emotional development of students, building trust in order to effectively address absence and lateness • Utilize attendance teacher to make home visits when needed • Provide parents with progress reports detail academic and social growth • Continue to utilize data to monitor student attendance • Utilize community partners to provide regular onsite mentoring for students at risk, building trust with families and students to ensure success as measured by improved student attendance. 	All students, chronic and severely absent students	September, 2014 through June, 2015	Claremont Village Foundation, Project Rise, Project Boost, Hip Hop For Life, Principal, Assistant Principal, Grade level teacher teams, school support network, attendance teacher

Part 4 – Resources Needed

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

One on-site room dedicated for counseling, social worker, two social work interns, four community mentor partners, highly qualified core content area 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		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funding will be provided from various sources allowable in school budget including priority school funding and ADIP grant funding.

Part 6 – Progress Monitoring

Part 6a. 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 December, 2014 all students on register will have received an eye test and filled glasses prescription if needed.
 By February, 2015 all students on register will have received a dental screening and subsequent dental care referral if needed.

By February, 2015 at least 50 percent of students enrolled will have completed at least one advisory session (2 marking periods)

By February, 2015 overall school attendance will be at least 90 percent.

Daily student attendance, attendance meeting agendas, classroom visits (for onsite guidance courses facilitated by community partners). Monthly attendance data meeting to determine students to be recognized for achievement.

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

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

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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:

9. 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.

10. 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:

11. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

12. 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.

The school has systems and structures to ensure teacher support and build capacity to provide coherent and appropriately aligned common core learning standards based instruction that leads to multiple points of access for all learners.

The school’s challenges include:

- That 26% of students are ELLs
- 25% of students are SWDs
- almost 20 percent of families reside in temporary housing shelters
- Steep in enrollment changes between September and June.

In order to ensure that teachers consistently provide coherent instruction that is aligned to the CCLS the school will monitor and provide support for teachers through weekly professional development, regular collaborative curriculum planning, lesson studies, and regular collaboration in analyzing student work together.

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 all students, including ELLs and SWDs, will demonstrate progress toward achieving State Standards and demonstrate

- At least one academic year reading growth from their reading baseline level in September
- Continued progress on NYS ELA and Math assessment of at least a 7% gain in student proficiency.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> ❖ Develop a school instructional focus that unites our effort toward striving toward and meeting our 2014-15 student achievement goals. ❖ Provide ongoing teacher professional development that is aligned to our instructional focus, Quality Interactions. ❖ Core Content Area Teams will utilize a structured protocol to Analyze student work (i.e., Santa Cruz Model) monitoring progress throughout the school year. ❖ Core Content Area Teams will analyze student data obtained from formative and summative unit assessments, baselines and midlines to assess progress students are making in CCLS and to identify students growth targets. ❖ Develop and implement on-going benchmarks with performance based tasks in ELA, mathematics, social studies, and science. Assessments will focus on student writing as measurement for instructional impact. Provide attention to multiple entry points for ALL learners and identified student subgroups (i.e., ELLs, SWDs, and targeted student groups). ❖ Core Content Area Teams will consistently engage in designing and implementing curriculum that is aligned to the CCLS ❖ Provide and protect ELA team based structure that allows teachers time to unpack NYCDOE ELA Expeditionary Curriculum ❖ Provide and protect mathematics team structure that allows teachers time to unpack curriculum and plan rigorous lessons ❖ Core Content Area Teams will complete action plans to ensure focus on CCLS and NYCDOE Instructional Expectations ❖ Instructional team will analyze a triangulation of data including State Exams, report cards grades and student attendance data in order to determine students who will be targeted for participation in National Junior Honor Society and advance placement course work. ❖ ELL and SETSS teachers push into classroom to assist with their students during ELA and mathematics instruction. ❖ By December 2014, all staff will be trained on Datacation and use the system to score exam and provide immediate student progress data that will be analyzed by teacher teams, juxtaposed with benchmark goals. 	<p>All Core content area teachers</p>	<p>September 2014- Through June, 2015</p>	<p>Principal and assistant principal, school support network, Educational consultant (Generation Ready), Lead Teachers, District 9 NTC mentor training initiative.</p>

Part 4 – Resources Needed

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

Highly Qualified core content area teachers, school network support, ELA and Math Lead teacher, educational consultant.

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	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funding will be provided from various sources allowable in school budget including priority school funding.

Part 6 – Progress Monitoring

Part 6a. 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.

Progress monitoring will occur through the following;

- Regular teacher observations and analysis of teacher observation trends
- Ongoing revision to school professional development plan accordant with data received from regular teacher surveys and classroom observation data.
- By January, 2015 provide a comprehensive review of all student performance data on mid and end unit assessments as well as student writing progress.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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:

13. 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.

14. 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.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
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:

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. 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.

The school has systems and structures in place to examine and improve critical individual and school-wide practices as defined in the SCEP

The school will provide specific and time-bound action plans for improvement through:

- Regular teacher observations
- Weekly professional development including lesson planning and non-evaluative observation and coaching support from principal, assistant principal and Lead teachers.
- Teacher goal-setting conferences
- Teacher data analysis meetings
- School administration will continue to participate network principal’s conference monthly as well as district sponsored leadership training offered by the New Teacher Center.

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, 100 percent of pedagogical staff will have received at least four written feedback that measures teacher practice and performance in four domains. Professional support will include interim goal-setting between teachers and administrators with benchmarks to accelerate teacher growth and student learning.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • By June 2015, the principal and assistant principal will conduct a minimum of 6 informal or 1 formal/3 observations, or other teacher observation choice where applicable and provide teachers with formative feedback and professional development to support improved practices accordant with the Danielson framework. • By June 2015, teachers will participate in at least five lesson studies. • By June 2015 100 percent of teachers will have had goal-setting and progress monitoring conferences with administration. • By June 2015, the staff will participate in at least 2 book study groups that focus on school's instructional focus, Quality Interactions. 	Pedagogical staff	September, 2014 through June, 2015	Principal and assistant principal, educational consultant, lead teachers, school support network, District 9 NTC initiative

Part 4 – Resources Needed

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

Highly Qualified core content area teachers, school network support, ELA and Math Lead teacher, educational consultant.

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	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funding will be provided from various sources allowable in school budget including priority school funding.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

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

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Progress monitoring will occur through the following:

- By January, 2015 administrative team will evaluate teacher evaluations to determine trends in teaching staff strengths and areas in need of improvement.
- Ongoing revision to school’s professional development plan accordant with data received from regular teacher observations and teacher PD surveys.
- Regularly monitor student performance data from mid and end unit assessments and student writing
- Maintain a culture of open feedback between teachers and administration regarding professional development and school instructional focus.

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:

17. 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.

18. 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.	I
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.	I
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:

19. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

20. 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.

The school’s strength in this area is that the school has systems and structures in place to ensure that regular communication with students and families fosters high expectations for student academic achievement. These include:

- Monthly parent newsletter, translated in English and Spanish
- Student progress reports,
- Weekly parent outreach time built into teacher schedules weekly.
- Regular parent workshops provided by parent coordinator
- Parent Saturday ESL classes
- Annual Parent survey which reflects that parents are satisfied with most aspects of the school.

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.

Continue parent outreach and partnership in meaningful ways that foster a positive shared responsibility for youth development with a focus on college and career readiness goals. By June, 2015 parent involvement will increase by at least 25 percent as measured by the number of parents attending school-based programs, and special events and overall parent satisfaction will increase by at least 5 percent from the previous school year.

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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) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Provide monthly parent newsletter • Continue College tours that engage students, parents, teachers, support staff, and school administrators • Provide monthly parent workshops on various topics including how to access and interpret student performance data systems and tools. • Continue to provide translation services for parents who need it, particularly during scheduled Parent-teacher conference and Parent Night(s) to build communication between home and school • Guidance counselor will continue to provide ongoing family support for transition from middle school to high school • Provide structured time for all teachers to engage parents weekly regarding their child’s progress. 	Parents	September, 2014 through June, 2015	Parent coordinator, principal and assistant principal, all teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Highly Qualified core content area teachers, parent coordinator, district parent representative

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.												
	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Funding will be provided through mandatory parent involvement funds including Title I, Title III, and priority school funds.												

Part 6 – Progress Monitoring

Part 6a. 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.

Progress monitoring will be tracked via the following:

- By January, 2015 administer a brief Parent satisfaction questionnaire
- Evaluate Parent visit logs to determine reasons for parent visits
- Evaluate parent attendance records from parent-teacher conferences and other school-based programs

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

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

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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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Student subgroups including ELLs and former ELLS Evaluation of student summative assessment data	Title III Saturday Academy for ELLS Saturday Academy for Student Academic Intervention in math and ELA	Small group instruction	<ul style="list-style-type: none"> - Saturday Academy - -small group during the day
Mathematics	-student summative assessment performance data	Saturday Academy for intervention in math and ELA	Small group instruction	-Saturday academy -small group instruction during the day
Science	student summative assessment performance data	Saturday Academy for intervention in math and ELA	Emphasis on reading non-fiction reading materials	Saturday Academy After school Academy
Social Studies	student summative assessment performance data	Saturday Academy for intervention in math and ELA	Emphasis on reading non-fiction reading materials	Saturday Academy After School Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance data Discipline referral data	ADIP attendance mentoring	One-on-one and small group counseling	During the school day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June, 2015 at least 75 percent of the students identified in the target group will show progress with at least 50 percent performing at proficiency in either the math or ELA State Summative assessment.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Students who achieved an average of 80 percent or higher during the first marking period and scored between a 2.2 and 3.5 on either the State Math or ELA summative assessments.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Three programs will be offered to support student achievement for the targeted group including participation in a Borough-wide mock trial under the supervision of highly qualified teacher and NYC attorney, National Junior Honor Society through which students will participate in several project-based learning activities that are aligned to the mathematics and ELA CCLS. Through this program students will also participate in targeted academic intervention in partnership with educational services provider.

The ELT program will focus around the academic and social development of the whole child including building leadership capacity, character development, academic enrichment and service learning through meaningful, real world, authentic project-based tasks.

In order to actively address the unique learning needs and interest of all students, students will have a range of activities from which to choose including: Project-based learning activities including participation in Borough-wide Mock trial, and STEAM education tasks, Participation in National Junior Honor Society service Learning projects.

Instruction will be provided by highly qualified staff including two of the school's lead teachers. In addition part of the work will be supported by outside educational vendors that provide tutoring programs as well as individualized learning plans. This will be done in an effort to identify student weaknesses and strengths.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				
The program will be voluntary in part. Targeted students will be assigned one period weekly academic enrichment that will be embedded into their regular course program. In addition instruction will extend to after school one day per week, and three hours on Saturday. In addition, a Summer enrichment program will be offered for students targeted to make significant progress as measured by the NYS summative assessments.				

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
The program will be implemented by the school instructional team which includes the Principal, Dorald Bastian, Assistant Principal, Willett Nanton, Lead Teachers, Shanieka Muniz and Laura Weiss, parent coordinator, Jose Cruz, School Dean and social studies teacher, Frances Aufiero and school parent’s association president, Yolanda Santiago. Assistant Principal, Willett Nanton will oversea the program and monitor student progress in tandem with principal Bastian. Community partners include Bronx County Court, and educational service providers, Achieve Highpoints.
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.
Highly qualified teacher staff (3) educational service provider, STEAM project kits, mock trial materials, modified student course programs, building permit, three school trips including trip to Bronx Country Court, three classrooms (Saturday and After School academy).
Part 3c. Timeline for implementation and completion, including start and end dates.
December, 2014 through June 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.										
	21 st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside	C4E
	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant	In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.										

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.

By February, 2015 comprehensive review of student attendance and academic progress by administration and teacher team to ensure that students are on track to meet progress goals.

Part 5b. Complete in February 2015.

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

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

- Work closely with CFN 534 Human Resources Liaison to set up interviews with teacher candidates who have been vetted into the NYC “New Teacher Finder” system.
- Partner with Teach for America and the New York City Teaching Fellows programs to select highly qualified probationary teachers

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).

- District 9 New Teacher Center Initiative
- Weekly teacher professional development workshops focused around school’s instructional focus
- Lesson studies
- Attend network monthly special education and ELL liaison meetings provided by CFN 534
- Attend monthly principal’s and assistant principals leadership support PD

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.).

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.

- Continue to protect and provide structures for teacher collaboration and participation in school leadership including MOSL team which selects City-wide assessments annually as well as school level baseline and midline assessments.
- Continue to protect structures for school-level professional development team to meet in order to determine professional development activities and also create and modify when necessary school professional development plan.

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 codes¹. 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 consolidated². **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	\$121, 938	X	
Title I School Improvement 1003(a)	Federal	16,961	X	
Title I Priority and Focus School Improvement Funds	Federal	29,322	X	
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	
Title III, Immigrant	Federal		X	
Tax Levy (FSF)	Local	1,224,195	X	

¹**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.

²The **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.

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 9	Borough Bronx	School Number 328
School Name New Millenuim Business Academy		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	186	Total number of ELLs	49	ELLs as share of total student population (%)	26.34%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							19	11	19					49
SELECT ONE														0
Total	0	0	0	0	0	0	19	11	19	0	0	0	0	49

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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										0
Dual Language										0
ESL	22	6	0	18			9			49

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		
Total	22	6	0	18	0	0	9	0	0	49
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	9	17					42
Chinese							1							1
Russian														0
Bengali								1	1					2
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						3
TOTAL	0	0	0	0	0	0	19	11	19	0	0	0	0	49

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	14	1	0	0	15
7	7	2	1	0	10
8	14	2	0	0	16
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	15		1		1		0		17
7	9		2		0		0		11
8	17		0		3		0		20
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
When we look at the LAB-R and NYSESLAT data we noticed that most of the ESL and Bilingual students after two to three years of

service are able to pass the listening and speaking but they continue to have hard time passing reading and writing. Thus, our focus of instruction is reading and writing.

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

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

Paste response to question here:

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

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

Paste response to question here:

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

Paste response to question here:

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In our school we ensure that parents are informed about the ELL programs that we provide. In order to ensure that parents are clear about their options we explain the three ELL models during parent orientation and during the first 10 days following a child's registration to our school. Parents are invited to watch the NYCDOE parent orientation video in their own language. Parents have additional opportunities to view the video and evaluate\select from the three options during several school held functions, including back to school night, parent-teacher conferences and anytime a new admit is registered. We make sure that the programs that we offer are aligned to the parent requests. After the school year has started, the Principal holds Parent Orientations with the parents of the ELL students to further explain our services and encourage our parents to take advantage of tutoring services to further enable their children to gain proficiency in English. If parents speak a language for which cannot provide translation, we contact the DOE translation services to provide interpretation services.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
We introduce the ESL and other teachers at the registration process so they help translate for the parents of the newcomers and at the same time explain the programs that their child will be using. After reviewing the Parent Survey and Program Selection we notice that most newcomers choose bilingual and SIFE students choose ESL. At the beginning of each year, parents receive written notification letters which describe the ELL service their child will receive during the school year. Parents receive Entitlement letters, placement letters, and non-entitlement letters(where students have tested out of ESL). Mr. Bushi, and the Parent Coordinator make sure that these letters are read and understood by each parent during parent orientation, parent-teacher conferences and ongoing. Parents surveys and selection forms are collected from parents who attend the orientation and follow up calls are placed to each parent who does not attend either the orientation or a parent-teacher conference.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
We introduce the ESL and other teachers at the registration process so they help translate for the parents of the newcomers and at the same time explain the programs that their child will be using. After reviewing the Parent Survey and Program Selection we notice that most newcomers choose bilingual and SIFE students choose ESL. At the beginning of each year, parents receive written notification letters which describe the ELL service their child will receive during the school year. Parents receive Entitlement letters, placement letters, and non-entitlement letters(where students have tested out of ESL). Mr. Bushi, and the Parent Coordinator make sure that these letters are read and understood by each parent during parent orientation, parent-teacher conferences and ongoing. Parents surveys and selection forms are collected from parents who attend the orientation and follow up calls are placed to each parent who does not attend either the orientation or a parent-teacher conference.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is considered a NYS exam so we follow the same procedures as when we administer the NYS ELA and Math exams. Teachers receive a memorandum stating the testing procedures, conditions, modifications, if necessary, time and testing locations. We send home a letter prior to the exam to notify the parents of the importance and dates of the exam administration.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
ALL ELLs are placed in a program accordant with parental selection made on parent survey during registration. Currently our school offers free-standing ESL only. If a parent has chosen a program that we do not offer we offer them assistance, providing them with a list of other school options. Every effort is made to honor parent request and to assist them with securing their first choice. It has been our trend that our parents have selected free-standing ESL programs.
In our school we are using the push-in and pull-out model for the ELLs in the mainstream and the self-contained model for the bilingual class. The ESL teacher pushes in or picks up the students and brings them to his classroom. They are organized mostly in groups of 4-8 by class. The groups are both heterogeneous and homogeneous. We use a hands-on model and a lot of visuals to make content comprehensible and enrich language development.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ELL students come to school with little English or at various levels of acquisition and thus differentiating instruction is essential to meeting their language development needs. The SIFE students are tested by the ESL teacher and provided instruction based on their needs to provide equitable instruction at their grade level during the designated Literacy periods within their schedules. Scaffolding is a very important strategy we use. For the ELLs with less than three years we focus on teaching stories and other informational texts at the grade level. We also help improve the vocabulary and grammar. Most of our long term ELLs have failed the NYSESLAT. Some of them are level threes in ELA but still fail the English test. Our focus for these advanced students is teaching more complicated stories and information as well as test-taking strategies. Special attention is paid to the students with special needs. Their groups are smaller, two of three students, so the ESL teacher can work one-to-one. A lot of times the ESL teacher helps the ELL students that have passed the NYSESLAT.

We have been using a variety of materials for our ELL students. We try to find materials that are appealing to the students and help them improve their English. We are using Comprehension Matters with reading and writing strategies and find it very helpful for ELA and also Language for Learning to improve content area vocabulary in SS and Science. These materials are from Options Publishing Company. We also use materials from Pearson Education that are common core aligned. All staff members have participated in school wide and network level professional development, which includes but is not limited to QTEL and SIOP. Mr. Bushi the ESL teacher has participated in QTEL, regional workshops and BER seminars.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We make sure that the mandated instructional minutes are provided according to the proficiency levels. The ESL teacher has the program and the schedule ensuring the mandated minutes. The mainstream students are pulled out from ELA, SS, Science and Art. In Math, the ESL teacher mostly pushes in. When pulled out from ELA, we make sure that ESL strategies are used to understand the

ELA requirements. When pulled out from content area, we pay attention to vocabulary development. The bilingual students receive the mandated minutes. We use the ESL strategies to teach ELA. We always make sure that NLA is used to expand our students' acquisition of the second language if necessary.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Paste response to question here:

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

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

As part of making the learning more comprehensible for our students all of our teachers have been trained in the following techniques: Use gestures and body language to help illustrate language. Speak clearly and pause often. Using repetition of key phrases and teaching students how to restate key ideas in their own words. Teachers are encouraged to write new vocabulary and key ideas on the board for those who especially need the audio-visual connection. The teachers frequently stop throughout their lessons to check comprehension and ensure learning throughout the lesson allowing students to ask questions and repair any breakdowns in meaning.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

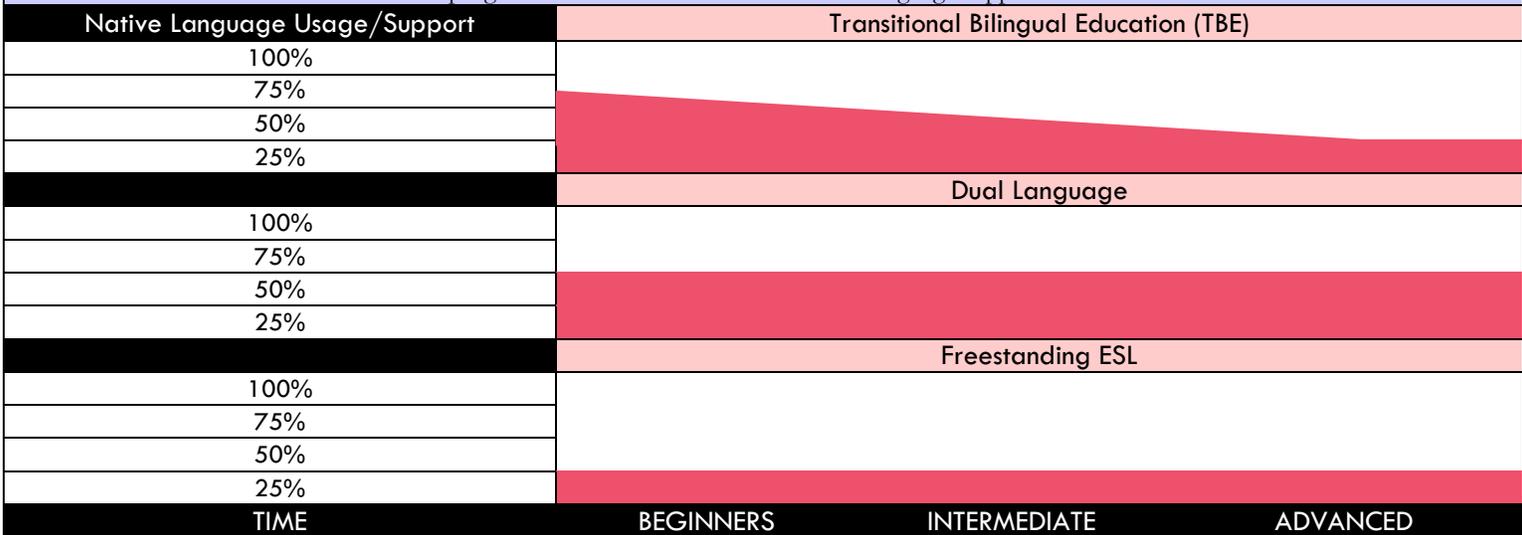
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

Both SIOP and QTEL are common core aligned.

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

D. Parental Involvement

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

Parents receive a needs assessment survey on topics that they would like to see discussed. Parent workshops are held throughout the school year, to explain testing, results and ESL comprehension strategies .

E. Additional Information

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

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

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x328 School Name: New Millennium Business Academy

Cluster: 5 Network: CFN 534

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

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<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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: New Millenium Business Academy	DBN: 09X328
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Title III Enrichment Program will enhance students daily academic program. It will consist of a Saturday Academy, two certified ESL Teachers, 45 students. 7 beginners will receive instruction from a certified ESL teacher to build their language skills in the four language modalities: Speaking, Listening, writing, and reading. 30 Intermediate and Advance students will receive instruction using the Readers and Writers Workshop Model as well as 6 scaffolding strategies: modeling, bridging, schema building, contextualization, text re-presentation, metacognition, including activities which integrate these strategies within their lesson to ensure comprehension of select literary pieces. Students will produce products, including a theater performance of a shared text, West Side Story. Students in both groups will receive NYSESLAT prep for 60 minutes during the the ELL Saturday Academy to build student capacity in the four language modalities: Speaking, listening, writing, and reading.

The program will culminate with students performing selected scenes from the musical play, West Side Story. Our Saturday academy program will target all 45 ELL students and include our former ELL's. Emphasis is on making content comprehensible, vocabulary development, reading, interacting with text, writing and most important understanding hidden nuances of figurative linguistic structures.

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:

Our staff development consists of all content area teachers receiving Professional Development on a weekly basis for 2 hours beginning in October and ongoing: Making Content Comprehensible for

Part C: Professional Development

ELLs. Staff includes 2 certified ESL teachers, Special Ed teachers and content area teachers in all disciplines. Our school wide staff development focus this year as well as the following year will be building reading comprehension and writing skills through accountable talk utilizing strategies via Readers' and Writers' Workshops, as determined by students' strengths and needs evidenced by the results on the NYSESLAT and/or NYSITELL as well as results on the 2014 ELA exam. The program will include weekly professional development sessions with content area teachers, and other staff members who will provide a spectrum of academic interventions and strategies in comprehension, fluency, and writing skills. We plan to secure that those concepts are made comprehensible for ELL students while enhancing teacher practice.

The Title III funds will be used to provide specific professional development for two ESL teachers who will provide instruction during Saturday Academy. Teachers will be trained by the American Reading Company to effectively conduct reading conferences during the independent reading block of our ELL Saturday academy program. Additional professional development training will include SIOP training provided by Pearson Education. The ESL teacher will continue to attend ongoing Monthly Network ELL Liason PD's and turn key ESL strategies to the staff during weekly grade/subject meetings.

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:

All parents of ELLs will be invited to participate in Saturday Parent beginner ESL course. A certified ESL teacher will provide instruction weekly for 3 hours 12 weeks, beginning November through May. Topics to be covered include: Employment seeking, writing a resume, completing an application and filling out government service forms. Additionally, all parents of ELLs will be invited to attend two enrichment activities that will culminate our program this year. Specifically, attending the musical production of WEST SIDE STORY. Parents will be notified ongoing by parent coordinator via mail and phone. Parents will receive monthly updates in our monthly parent news letter, flyers and letters that will be mailed home and backpacked with students. To date, 20 parents are regularly attending this course.

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.
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Part E: Budget

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

Allocation Amount: \$ _____

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