



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**02M520**

**School Name:**

**MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS**

**Principal:**

**NAIMA COOK**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Murry Bergtraum High School School Number (DBN): 02M520  
Grades Served: High School  
School Address: 411 Pearl Street New York, New York 10038  
Phone Number: (212) 964-9610 Fax: ( 212)-732-6622  
School Contact Person: Naima J. Cook Email Address: Ncook4@schools.nyc.gov  
Principal: Naima J. Cook  
UFT Chapter Leader: Patrick Male  
Parents' Association President: N/A  
SLT Chairperson: N/A  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 02 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue New York, New York 10001  
Superintendent's Email Address: MBradbu@schools.nyc.gov  
Phone Number: (212) 356-756 Fax: ( 212) 356-7514

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue New York, New York 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: (917) 705-5856 Fax: (718) 391-6189

## 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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Naima J. Cook	*Principal or Designee	
Patrick Male	*UFT Chapter Leader or Designee	
Denise Kerr	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Joanne Delapaz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sarah Kerr	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mark Antosi	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nadine Locke	Member/ Assistant Principal	
Jeremy Daniel	Member/ Assistant Principal	
Trevor Kerr	Member/ Parent	
Valerie Roman	Member/ Parent	
Christina Rodriguez	Member/ Staff	
Vacancy	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, 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**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

School Community:

Murry Bergtraum High School for Business Careers (MBHS) is a high school with approximately 650 students from grade 9 through grade 12. The school population is approximately 44% Black, 42% Hispanic, 2% White, and 10% Asian students. The student body includes 12% English language learners and 16% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the 2014 - 2015 school year was approximately 73%. There is a District 75 inclusion program for Deaf and Hard of Hearing students housed at MBHS.

School's Mission Statement:

At Murry Bergtraum High School, students are challenged and empowered, faculty are inspired and supported.

Partnerships:

Financial Women's Association, CUNY College Now, ScriptEd and Syracuse University Project Advance (SUPA)

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

Over the last year the school has made the most progress in respect to Supportive Environment. The focus of the work for the 2015-16 school year is Rigorous Instruction. This work will be accomplished through professional development sessions on UBD planning.

## 02M520 School Information Sheet

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

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

**Section 5A – Framework for Great Schools 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	I
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	I
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
The priority this year is Rigorous Instruction based on Advance data and scholarship reports. The school is working to align the curriculum to the Common Core Learning Standards (CCLS) through Understanding by Design Unit planning and assessment alignment. The professional development priorities are focused on Danielson 1E and 1A to support coherent planning and common core alignment.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, the English and Math teacher teams will collaboratively design UBD units and implement curriculum in English and Math that are aligned to the CCLS as measured by three (3) units of study.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Baseline - Collect, Review and Analyze Unit Plans to assess alignment of CCLS.</p>	<p>Teachers and Administrators</p>	<p>November 2015</p>	<p>Teachers and Administrators</p>

Engage in an item analysis of ELA and Math Regents and makes shifts to the curriculum based on the item analysis.	All ELA and Math Teachers	November and December 2015	Teachers and Administrators
Students will engage in Mock Regents that are aligned to the new curriculum, CCLS and Regents/Common Core.	All ELA and Math Teachers	December 2015	Teachers and Administrators
Review, Re-teach and Target students to pass the January and June Regents/Common Core exams.	All ELA and Math Teachers	December 2015 and May 2016	Teachers and Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Additional resources will be needed to support the purchase of Understanding by Design books, resources and professional development tools.											
<b>Part 4b.</b> 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the English and Math teacher teams will collaboratively design UBD units and implement curriculum in English and Math that are aligned to the CCLS as measured by one (1) units of study.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

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

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	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 fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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 element of the Framework for Great Schools 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 trends and sources.

School personnel are strategically placed in key areas of the school to promote a safe and orderly condition for students. There are school personnel at the main door greeting students, guidance counselors, school social workers and other staff members are available to create a supportive environment and trusting relationship between students and their peers and students and staff.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school culture of trust will show improvement as evidenced by a 10% growth in the number of students reporting they feel safe via the 2014-15 school learning environment survey and a 5% reduction of student Principal and Superintendent suspensions will be reflected through the Online Occurrence Reporting System (OORS).

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Continue to promote and recruit students to be apart of student government and get their input on how to support student needs.</p>	<p>Students and school staff</p>	<p>September 2015 - June 2016</p>	<p>School Social Worker (COSA) and students</p>
<p>Staff and administration are present in the hallways, cafeteria and gymnasium to monitor student behavior.</p>	<p>Students and school staff</p>	<p>September 2015 - June 2016</p>	<p>School staff and administrators</p>

School aides are in the boys and girls locker rooms to monitor and foster a safe environment.	School Aides	September 2015 - June 2016	School aides and administrators
---	--------------	----------------------------	---------------------------------

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will need to leverage our human resources to ensure the school is properly staffed to support the key functions of the building.											
<b>Part 4b.</b> 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, school culture will show improvement as evidenced by a 5% growth in the number of students reporting they feel safe via the 2014-15 school learning environment survey and a 3% reduction of student Principal and Superintendent suspensions will be reflected through the Online Occurrence Reporting System.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5C – Framework for Great Schools 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
Upon data review, there is a disconnect between regents and common core pass rates and course pass rates. Staff need support aligning the units of study and assessments to the CCLS while creating student centered lessons of study that tap into student interests.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, teacher teams will collaborate to ensure that instructional practices and strategies are organized in accordance with and measured by the scope and sequence for the school.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams will be formed by grade team and meet 1 - 5 times a week.</p>	<p>Teachers and Guidance Counselors</p>	<p>September 2015 - June 2016</p>	<p>Teachers, Guidance Counselors and Administrators</p>
<p>Teachers will engage in the Looking at Student Work Protocol on a monthly basis.</p>	<p>September 2015 - June 2016</p>	<p>September 2015 - June 2016</p>	<p>Teachers, Guidance Counselors and Administrators</p>
<p>Teachers will analyze student performance data.</p>	<p>September 2015 - June 2016</p>	<p>September 2015 - June 2016</p>	<p>Teachers, Guidance Counselors and Administrators</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule Adjustments

**Part 4b.** 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

By February 2016, teacher teams will collaborate to ensure that they have common expectations by grade and by subject.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Strategic decisions were made around programming students with double periods of key classes so students can be eligible to sit for and take the required Regents and Common Core exams after one semester instead of one year. Teacher observation trackers are used to ensure teachers are receiving a cycle of observations in a timely manner.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the social-emotional supports that drive student achievement will increase as measured by a 5% decrease in the number of suspensions from last year as measured by Online Occurrence Reporting Systems (OORS).</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Peer Mediation - Students will provide collaborative peer mentoring through the peer mediation group.</p>	<p>Students</p>	<p>November 2015</p>	<p>Programmer and School Administration</p>
<p>Peer Tutoring - Students will provide collaborative peer tutoring through the Writing Center.</p>	<p>Students</p>	<p>November 2015</p>	<p>Programmer and School Administration</p>
<p>Staff vs. Student Activities and Extracurricular Activities</p>	<p>Students</p>	<p>September 2015 - June 2016</p>	<p>Students and school staff</p>

- Dance Team, PSAL Sports, ScriptEd, Financial Women's Association and Weightlifting.			
Student Government - Students have an opportunity to voice their opinions and concerns on how the school should run.	Students	September 2015 - June 2016	Students and school staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School is utilizing the human and capitol resources to ensure students are supported.											
<b>Part 4b.</b> 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the social-emotional supports that drive student achievement will increase as measured by a 2.5% decrease in the number of suspensions from last year as measured by Online Occurrence Reporting Systems (OORS).
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>School leaders and parent coordinator works to keep parents and families informed of the school schedule and initiatives through parent newsletters, letters, e-mails and phone calls. PA meetings are held monthly as a means to communicate and collaborate with parents and families.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, parent engagement will increase by 3% as measured by the 2015-16 NYCDOE School Survey Report parental response rate.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Parent Association meetings held on a monthly basis</p>	<p>Parents and Guardians</p>	<p>September 2105-June 2016</p>	<p>Parent Coordinator and School Staff</p>
<p>Parent Newsletters distributed every semester</p>	<p>Parents and Guardians</p>	<p>September 2105-June 2016</p>	<p>Parent Coordinator and School Staff</p>
<p>Host 4 Parent Teacher Conferences</p>	<p>Parents and Guardians</p>	<p>September 2105-June 2016</p>	<p>Parent Coordinator and School Staff</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

From previous experiences, parents and guardians are engaged to participate in school activities that are aligned to their interests.

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, parent engagement will increase by 3% as measured by the number of parents who participate in parent teacher conferences.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who failed one or more classes	Achieve Now	Small Group Classes	After school and Weekends
<b>Mathematics</b>	Students who failed one or more classes	Achieve Now	Small Group Classes	After school and Weekends
<b>Science</b>	Students who failed one or more classes	Achieve Now	Small Group Classes	After school and Weekends
<b>Social Studies</b>	Students who failed one or more classes	Achieve Now	Small Group Classes	After school and Weekends
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: 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 section where the response can be found [for example, Section 5A-Part 4]
- 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	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school recruits staff through the NYC DOE Open Market website and the NYC DOE Hiring Fairs. Professional development is planned and facilitated by MBHS staff members and some outside facilitators.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Professional development for teachers is focused on Danielson 1A and 1E. Teachers need support with UBD planning and preparation.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

#### 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).
Not Applicable

### 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/information, early intervention services, etc.).
--

Not Applicable

**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.

During Common Planning Time Meetings teachers have the opportunity to work on creating assessments. Professional development sessions are also provided on the use of assessments. Teachers engage in Regents Item Analysis work to make instructional shifts to their curriculum and assessments.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	460,260.00	X	Tenet 4 Statement
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,432.00	Tenet 3 Statement	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,014,110.00	X	Tenet 2 and Tenet 4 Statements

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)**

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. **[School name]**, 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. Murry Bergtraum High School will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ Allocated Amount: \$ 14,474.21

Breakdown of teachers by certification license area:

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

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

-----Newcomers-----

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

Title III After School AIS Program-----

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

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

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

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

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

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

-

-

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

There are 32 students designated as Long-term ELLs in our school. The average number of years of

## Part B: Direct Instruction Supplemental Program Information

service for this population is 9 years. These are the initiatives that we have put in place and the rationale for its implementation. Below is the rationale for programs that have to be put in place to address the needs of our Long-term ELLs.

Title III After School AIS Program-----

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

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

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

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

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

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

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

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

Title III AIS Saturday School Program-----

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

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

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

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

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

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

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

-----SIFE -----

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

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

Math Regents Preparation: There are eleven (11) Spanish-speaking-SIFE students who have not been able to pass the Algebra Regents examination. This is due to their low literacy and numeracy skills. This

## Part B: Direct Instruction Supplemental Program Information

program will help them to achieve mastery of the common vocabulary used on the Algebra Regents examination as well as strengthen their basic mathematical skills, so that more advanced elements may be included in the instruction. The program will be designed specifically for SIFE students in regard to the implementation of specific pedagogical strategies and utilization of resources.

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

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

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

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

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

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

Title III AIS Afterschool Program-

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

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

It will run from February 25th to April 2nd (every Wednesday & Thursday at 2:35 p.m. (session 1) and 3:20 p.m. (session 2) excluding the weeks of Winter break, Spring break, and Parent-Teacher meetings.

This program will be 14 hours in total and two (2) certified ESL teachers will be involved in the facilitation process. Each session will be for one hour long.

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

## Part C: Professional Development

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

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

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

-----Newcomers-----

Teacher Development Program-----

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

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

## Part C: Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Part D: Parental Engagement Activities

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

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

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

-----Newcomers-----

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

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

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

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

# of teachers (facilitators)- 2 teachers

Total Cost- \$463.59

-----SIFE-----

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

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

Total # of hours- 3 hours

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

# of teachers (facilitators)- 2 ESL teachers

Total Cost- \$309.06

**Part D: Parental Engagement Activities**

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

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

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

Total # of hours- 3 hours

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

# of teachers (facilitators)- 2 ESL teachers

Total Cost- \$309.06

**Part E: Budget**

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

Allocation Amount: \$\_\_\_\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>520</b>
School Name <b>MURRY BERGTRAUM</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Naima Cook</b>	Assistant Principal <b>Jeremy Daniel</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jesus Duran</b>	School Counselor <b>Sandra Badillo</b>
Teacher/Subject Area <b>Leonidas Jimenez</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Amanda Lui</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>2</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>625</b>	Total number of ELLs	<b>65</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

**This school offers (check all that apply):**

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): <b>Spanish and Chinese</b>
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s): N/A
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>										8	7	5	15	0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	65	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	20
<b>SIFE</b>	14	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (ELLs receiving service 7 or more years)	27

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	25	5	1	5	5		1		1	0
<b>DL</b>										0
<b>ENL</b>	5			4			25	1	15	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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 Spanish										5	4	2	3	0
SELECT ONE Chinese										3	4	3	1	0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
---	--

Freestanding English as a New 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										13	5	2	4	0
Chinese										2				0
Russian														0
Bengali													1	0
Urdu														0
Arabic										1				0
Haitian												1		0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3		1		0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										10	2	2	3	0
<b>Emerging</b> (Low Intermediate)										7	5	2	4	0
<b>Transitioning</b> (High Intermediate)										4	3	3	1	0
<b>Expanding</b> (Advanced)										4	6	2	14	0
<b>Commanding</b> (Proficient)										4	5	4	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	7	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										4	5	4	11	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	25	0	11	
Integrated Algebra/CC Algebra	9	13	2	10
Geometry/CC Algebra	0	1	0	0
Algebra 2/Trigonometry				
Math <u>CC Algebra</u>	2	0	2	0
Chemistry				
Earth Science	4	3	0	1
Living Environment	4	15	2	8
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	13	5	2	2
Geography	0	0	0	0
US History and Government	11	24	2	16
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses teacher-created materials to assess the literacy levels of the students. when a student enters our school we provide him/her with academic tasks to determine the literacy and numeracy skills acquired before their entering the sytem. There are 4 tasks: copying a sample text (with this one we look at handwriting skills and memorization techniques, etc.); reading aloud drills (with this we assess the reading accuracy and decodification skills); dialogues (this we do in Chinese and Spanish); and basic mathematics exercises (the four functions). This is a new implementation that we plan to excecute from this time on.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data tells us that:
  - Certain entering students are staying at the entering level of language competence even after a year or so of instruction.
  - Many expanding students have styayed stagnat at this level. We notice that this is mostly Long-term ENLs. we think this is caused by the fact that tese tend to be studnets who are born or raised in the USA, and whose language skills are at the level of native speakers, though, unfortunately, not academically. We have also observed that our direct instructional efforts and encouragement to take all parts of the exam have payed their dividends because a higher amount of our ENLs were able to test out in the previous administratuon of the NYSESLAT.
  - A number of students scoring at the entering level the previous year have moved up to expanding and passed the ELA Regents. Looking at these students we find that they are the more dedicated students ones. in this category we also find that mist of these studnets are juniros or siniors, they might be more mature and therefore more interested in academic tasks.
  - Most students who perform well in the NYSITEL examination do as well or better in the NYSESLAT. We believe this is the case because there has been an alignment of diagnostic (NYSITELL) and the yearly measure (NYSESLAT).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 MBHS and its ELL department use the data presented by the AMAO tool to look at patternns and compare the ELL population to their pears in themain stream.  
 -Our findings show that thee is a considreble amount of ELLs who are faring very well even above the achievement of many in the

mainstream track.

-The data also tells us that about 25 percent of our population is at risk.

-A high number of cases are in the category of undercredited. This is important because though they might have more than the necessary credits for graduation we find that these credits are not well distributed.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
    - A. As the data supplied by the AMAO tool shows ELLs are faring well when compared with mainstream students. Students with more experience, those at the 11<sup>th</sup> and 12<sup>th</sup> grades, are achieving passing scores at a rate similar to that of the main stream. It does not appear that the gap between the ELLs and the mainstream population at exam taking.
    - B. Currently at MBHS we do not standardize industrial examinations as our periodic assessments. However, our faculty plans for in-house periodic assessments both in ELA and Math. Our faculty uses the information from the baseline assessments as benchmarks for the development of students' capacities throughout the curriculum. Teachers engage in common planning with ENL educators to make sure that the needs of ELLs, as reflected by the periodic assessments, are being targeted and satisfied by the content and the strategies used in the classroom. In committees and training sessions school leaders engage in constant conversation with ENL educators to find better ways to use the data extracted from periodic assessments.
    - C. We have learned that ELLs need more support in the development of their creative and expository capacities. Students' writing seems overwhelmingly basic. We are planning strategies to help them improve the rudimentary features of their writing pieces. We have traditionally used the periodic assessments only in English but we are currently devising ways to combine the use of previous knowledge in their native languages to unlock their creative potential.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
The content area educators periodically meet with the ENL teachers to discuss ways to use the language proficiency levels of ELLs to plan their instruction. Content area educators are trained and guided by ENL teachers and school leaders in how to make instructional modifications to keep the ELLs' language development opportunities open. All teachers are provided with lists of ELLs and their proficiency levels and a description of what skills ELLs do possess at different levels. We also provide them with general goals for the proficiency levels so that they can include these ideas in mind as they plan their lessons, tests, etc.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our program in two ways: 1) the level of achievement in the NYSESLAT; and 2) the students meeting AYP. We do include the level of achievement in the NYSESLAT because that gives us an indication of the level of a student's progress or regress. It is important to see as a positive sign of development the movement from one level to the next or from one to the one after the next levels (e.g. Emerging to Expanding). The level of achievement in the AYP is very important to us, as well, and we spend time evaluating how to use the data to better support the students in his/her development.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.  
Identification Process:
  - A. The parents and students are received by the guidance department. Once the guidance department has completed their initial interview, the ENL coordinators proceed to have the ENL interview with the parents and complete the HLIS. Once this information is

completed we enter (ENL coordinator) the data on ATS.

B. If the student comes from another country where English was not the official language the parents are informed that the student will have to be administered the NYSITELL examination. We schedule the best time to text the student (a one day session or a set of days, etc.), always within 10 school days after enrollment.

C. The student is administered the NYSITELL in room 233 (The ENL Center). As soon as the test is finished the writing part is scored and the answer document is scanned onto ATS and the corresponding report printed.

D. The parents are afterwards informed about the results. If the student passes the exam (CM level), parents receive a letter of non-entitlement. If on the other hand the student does not pass the examination (scores En, EM, TR, or EX), then they are notified that the student must be programed for ENL classes.

E. Parents are invited back to school for an informational meeting in which they will be shown a video presentation of the programs offered by NYC to ENL families. Once parents watch the video presentation, the ENL coordinator provided them with more details concerning the educational opportunities for the student. We specifically speak about the possibility of bilingual education and the benefit it offers to ENL learners. Later, parents are given the corresponding forms (Program selection form). They are given some time to take the form home and make a decision over the program of choice. All this is done within 20 school days of enrolment.

F. For newly identified ENL learners whose home language is Spanish we schedule a session for them to sit and take the Spanish Lab examination. This examination assesses the language proficiency of the Spanish speakers. After the student completing the exam, his/her answer sheet is scanned and uploaded to ATS. We then print an official report of the score. Using the official data we proceed to use the information to further the ENL student's language development through programming.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

A. After the ELL identification, The ENL Coordinator interviews the student to determine what the schooling history of the child is and possible interruptions throughout the years. We use the SIFE questionnaire to find out background academic information. This is a friendly battery that allows the Coordinator know more about the students and at the same time extract vital information about the literacy gaps he/she may have experienced.

B. If the questionnaire indicates it necessary to test the literacy level of the student we administer the SIFE diagnostic examination (LENS). The student is schedule to take the LENS. The ENL Coordinator in in charge of the process.

C. Once we get the results, if the student has been identified as a SIFE then we proceed to inform the parents about the results and the suggested courses of action to target the academic needs. After this and with the approval of the parents we proceed to create a flexible schedule for the SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

when a student is admitted to MBHS and that student is an identified ELL/WSD the Language Proficiency Team--formed by the ELL department A.P., an ENL teacher, the A. P. of the Special Education department, and the student's parent make a determination of whether to administer or not the NYSITELL. This evaluation is based on language proficiency of the child. if the team thinks that the student does not need to take the examination they have to send the recommendation to the principal. The principal will review the process and make a determination. if the principal decides that the student must be examined, then the ELL/WSD and recommendation to the principal over to administer or not the NYSITELL. If the LPT recommends the not testing of the student, the Principal has to weigh on it. If the Principal disagrees with the recommendation, then the student is administered the NYSITELL. If on the other hand the Principal agrees with the recommendation then the decision is made by the superintendent. All this has to be done within the 10 days after enrollment. The superintendent's office will take up to 10 days and 5 days will be added to the timeframe for identification.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the identification process is completed (a score is determined) the parents are notified about the results. The ENL Coordinator prepares the letters of entitlement or non-entitlement, in the appropriate home language, and mails them to the parents. A copy of the letter is also sent home with the student. As a third measure, the ENL Coordinator makes a phone call to the parents to let them know about the results and the notification they should be expecting by mail.

If parents do decide to appeal the results the Language Proficiency Team--formed by the ELL department A.P., an ENL teacher, the A. P. of the Special Education department, and the student's parent-- makes a determination and, subsequently, a recommendation to the principal over to administer or not the NYSITELL. If the LPT recommends the not testing of the student, the Principal has to weigh on it. If the Principal disagrees with the recommendation, then the student is administered the NYSITELL. If on the other hand the Principal agrees with the recommendation then the decision is made by the superintendent. All this has to be done within the 10 days after enrollment. The superintendent's office will take up to 10 days and 5 days will be added to the timeframe for identification.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

In the meeting after the ENL diagnostic examination, parents are informed about their rights to appeal the identification results as suggested by the administration of the NYSITEL Examination. They are told they can do this within the first 45 school days following the enrollment of their child. We explain to them the process and its possible outcomes.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- A. Once a student is identified as an ELL the parents are scheduled back to the school. In this session they are shown the NYC instructional video (in their home language, whenever it is supported), they have the opportunity to ask questions and their questions are answered. We explain in detail all the three choices and discuss their particular advantages for different kind of students.
- B. Parents are given the NYC DOE ELL brochure that explains the different choices (in their home language, whenever it is supported), and we encourage them to contact us if they have any more questions.
- All this is done within 20 days after the enrollment of the student.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Parents are contacted by the ELL coordination to make sure that the forms arrived home. We send the forms in two ways: we mail them and then send them with the student. If parents cannot come back to school we facilitate the process by having the student bring the form back to school. If the forms are not returned we include TBE as the program of choice for that particular student. The ELL coordinators are in charge of monitoring the delivery and the return of the forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We check every week after the forms have been sent to the parents. We keep on calling reminding them of the urge of having those forms. The guidance department works in conjunction with the ELL department to ensure the parents are contacted and reminded of the forms. If there are lost forms, we immediately sent them replacements with their children and monitor the process until they the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Our school makes sure that the placement letters are distributed by checking every week for new students on ATS. the ELL coordination sends a weekly report of the department A.P. and the A.P. requests a confirmation that the communication process is being followed. at the end of every month the A. P. must receive a report of all the forms that have been sent to parents. We have prepared a checklist that has to be completed by the ELL coordination, and signed by the A.P., for each case.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Our school maintains a record of all the mail that is sent to parents regarding ELLs. The HLIS is kept in the Records Room (137) and a copy is kept in the coordination's office (233A) in the student's folder. The mail sent to parents is copied and stored in the file cabinet in room 233A together with all other documents related to the student.
11. 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.
- Every year we follow these steps:
- A. The dates for the examination are published to teachers and the students. These dates are made official and teachers must avoid trips, and other activities that may disrupt the normal administration of the NYSESLAT. All the materials necessary for the administration are inventoried and the norms of the administration are established.
- B. Students are tested for speaking during the weeks before the rest of the exam. We make a schedule to endure that ENL teachers rotate to tests each other's students. We make sure that teachers do not test their own students.
- C. As the testing schedule would specify, we administer the rest of the exam. No ENL teacher can test their students, therefore teacher are given adapted schedules for the 3 days of the examination process.
- D. we also schedule for makeup days. During these days the coordination creates sessions in which the students who have been absent can go and be tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- At the start of every school year we review the RLAT report to find out who has scored at the CM level or has passed the ELA Regents and scored Exampndign in the NYSESLAT. We create a list of studnets whose parents receive a letter stating their scores and change in the services mandated for these students. for the own who still rramin ion the program we mail letters of continuance of service. these letters are mailed to all parents at the start of the year and copies of the letters are stored in the studnets foldre (233A).
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- We have found that more than 70 percent of the studnets that copme to our school have their parents chosing the TBE program. we monitor this data to make changes to offerings for this population. Our school is working on making sure that parent's choices are respected and that the necessary offerings be available to them.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

As per CR Part 154 our students receive the mandated 180, 360 or 540 minutes per week (1, 2, or 3 units of study per week). Our ELLs are grouped according to their proficiency levels and they are organized in heterogeneous mixture of ethnic background (Chinese with Latino, and other ethnicities). These students are together for the period of their ENL, but join their grade cohorts for the other classes.

Entering students: ELLs at this level receive two 2 units of study a week and that is combined with 1 units f study a week in integrated content classes (social studies or science). We chose the class in which they are having most problems and support them there. In other cases, we may support them alternatively 2 days in (e. g. 2 days science and 3 days in social studies).

Emerging Students: At this level most student receive 2 units of study per week. We may alternate with content support as a way to open space in their programs for the completion of necessary credit bearing classes. We choose the class in which the student needs more support.

Transitioning and expanding students: We schedule 1 unit of study for these students. We may also provide the service in a distribution of .5 units of study in content area and .5 in ENL (standalone). The particular dictates the configuration. This, we think, is a great step in the right direction because now we have a way to provide support to long-term ELLS in the least restricted environment.

Commanding: At this level we work with the student in deciding where he/she might need support.
  - b. TBE program. *If applicable.*

As per CR Part 154 our students receive the mandated 180, 360 or 540 minutes per week (1, 2, or 3 units of study per week). Our ELLs are grouped according to their proficiency levels and they are organized in heterogeneous mixture of ethnic background (Chinese with Latino, and other ethnicities). These students are together for the period of their ENL, but join their grade cohorts for the other classes.

Entering students: ELLs at this level receive two 2 units of study a week and that is combined with 1 units f study a week in integrated content classes (social studies or science). We chose the class in which they are having most problems and support them there. In other cases, we may support them alternatively 2 days in (e. g. 2 days science and 3 days in social studies).

Emerging Students: At this level most student receive 2 units of study per week. We may alternate with content support as a way to open space in their programs for the completion of necessary credit bearing classes. We choose the class in which the student needs more support.

Transitioning and expanding students: We schedule 1 unit of study for these students. We may also provide the service in a distribution of .5 units of study in content area and .5 in ENL (standalone). The particular dictates the configuration. This, we think, is a great step in the right direction because now we have a way to provide support to long-term ELLS in the least restricted environment.

Commanding: At this level we work with the student in deciding where he/she might need support.
  - c. DL program. *If applicable.*

N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

MBHS ELL department provides language services to the ELL population by following state mandates and time allocations required for this special population. There is flexibility in the way we program our students. Direct instruction is delivered mainly in the ENL and the HL. The work done in the integrated model is designed so that the tasks assigned by the teacher can be completed. Sometime, however, it an also include overt instruction. All the levels enjoy the support of the model except for the expanding levels where we see more valuable to use the time to offer direct instruction on academic language building.
3. Describe how core content is delivered in each program model. 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.

TBE: Content is delivered through the combined use of both English as well as HL. The ratio that we implement in most cases is 25-75. The teachers provide visuals as well as an inviting environment on which the ELLs find assurance for the development of their content knowledge. Teachers also use technological advances such as Smartboard, tablets, and other devices to engage students and show them, more than tell them, the most relevant things in the content areas. The TBE student is held to the CCLA as well as the other students are.

FENL: students in this program have been in the system for many years and they are capable of working at the level of many mainstream students. Teachers work with them taking special care of any sign of disengagement that might result from language gaps. She is very careful to scaffold the writing and reading assignment of the material to ensure the language limitations the student has do not interfere with his/her achievement.

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

ELLs are scheduled to take their HLA classes throughout the year. These classes make sure they are taught to develop their linguistic competence in their native languages. The instructors who teach these classes are in charge of evaluating their progress. Every year the ELL Coordination meets with HLA teachers to verify the state of all students. The particular assessments administered by the teachers are analyzed and the results used for future adaptations of the program.

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

The New ENL program we have put in place since the year 2013 is a complete course that offers opportunities for the development of the 4 areas of language skills. Not only are reading and writing encouraged but speaking and pronunciation and listening have been greatly highlighted. Our students spend their instructional time, in ENL classes, sharpening their communication skills as well as their academic skills. Classes are distributed around the four components: there is time for listening, for reading, for speaking (pronunciation), and for writing.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. SIFE students: receive the same instruction as the other ELLs but the materials they are provided with are adapted to their needs.

The ELL coordination prepares materials to be used in the content areas. These materials provide the SIFE with the resources necessary for understanding the content. The material is simplified but the expectations are close to what the other ELL groups can produce. There is extra time made available for most assignments.

b. Newcomers: are offered a simplified version of the content material--what is simplified is not the content but the language. The teachers work with the ELL coordination for the creation of the materials that will provide newcomers with the necessary tools to succeed on the content classes. Within the classroom the teacher makes sure that the students are seated closer to the front of the classroom. There is a more frequent use of visuals and multi-media resources to increase the chances of acquisition for the newcomer. There is extra time made available for most assignments.

c. Developing: We supply developing students with the same materials as the mainstream student. However, we provide them with guides in simplified language to help them understand the most important tasks of the course. They are also provided with samples in their home language and offered the opportunity to write in their home language. The academic language and vocabulary sets are used to help students cope with new terms in pronunciation and meaning. The developing student is assigned projects and tasks that are at his/her level. There is extra time made available for most assignments.

d. Long-Term: our population of long-term ELLs is made specifically of students who were born and raised in the USA. Some of these students might not even speak the home language as proficiently as the English. Our School understands that their needs are not so much linguistic (speaking listening and decoding words are there). The main need of this population is the structure to complete academic demanding tasks such as essays, research, etc. Our teachers in the content areas make sure that these students are provided with the necessary tools and assignments to improve in their weak areas. The ELL department works with the content educators to help them understand the academic (reading and writing) need of each one of them. There is extra time available in all content classes for student to complete most of the assignments at their discretion).

e. Former ELL: we keep track of our former ELL and continually have conversations with content teachers about their progress. Our teachers make the adaptations demanded by the situations and plan according to the need of the former ELL. The extra time for the completion of certain assignments is available to them.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The school's principal, working with the department A. P., reviews the process and the work of the student for the first 6-12 months after the re-identification. The principal has conversations with the student and the teachers who teach him/her as the year

Chart progresses. Each student who has undergone a reevaluation a folder is kept in the Coordination (233A). In this folder some samples of the work performed by the student and some reflections by teachers are included.

8. 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?

Our teachers of ELLs use a variety of strategies to support ELL-SWDs. This is a list of some of the strategies we use:

- We understand that our students lack connections between the text and the fact of life. We therefore supply more multimedia content so as to provide multiple entry points for the ELL-SWDs.
- Continuous repetition of the previous content covered sequentially to facilitate fixation and the provision of the content in the Home language to make meaning more permanent.
- Visuals around the rooms to foster mnemonic tools to fix content specific vocabulary and/or procedures, and events.
- The teachers prepare material that is written at the level of an ELL-SWD. These materials have to be very close to the content material regularly used by the mainstream students, but the language level and the thought processes are simplified for them. With all they are rigorous.

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

The school make sure that the schedule for the ELL-SWDs is made as flexible as it can. In this case the department follows a pull-out model or an integrated approach. The ELL department evaluates, in conjunction with the Special Ed department, what the student's needs are and how best we can service them. We have an ESL teacher who is specialized in Spec. Ed, and who has a flexible schedule to accommodate to the needs in this area. The integrated approach allows us to provide guidance and fosters improvement in proficiency while in the context of the content classes. We do this in areas such as science and social studies, being these the most demanding areas in linguistic production and understanding.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

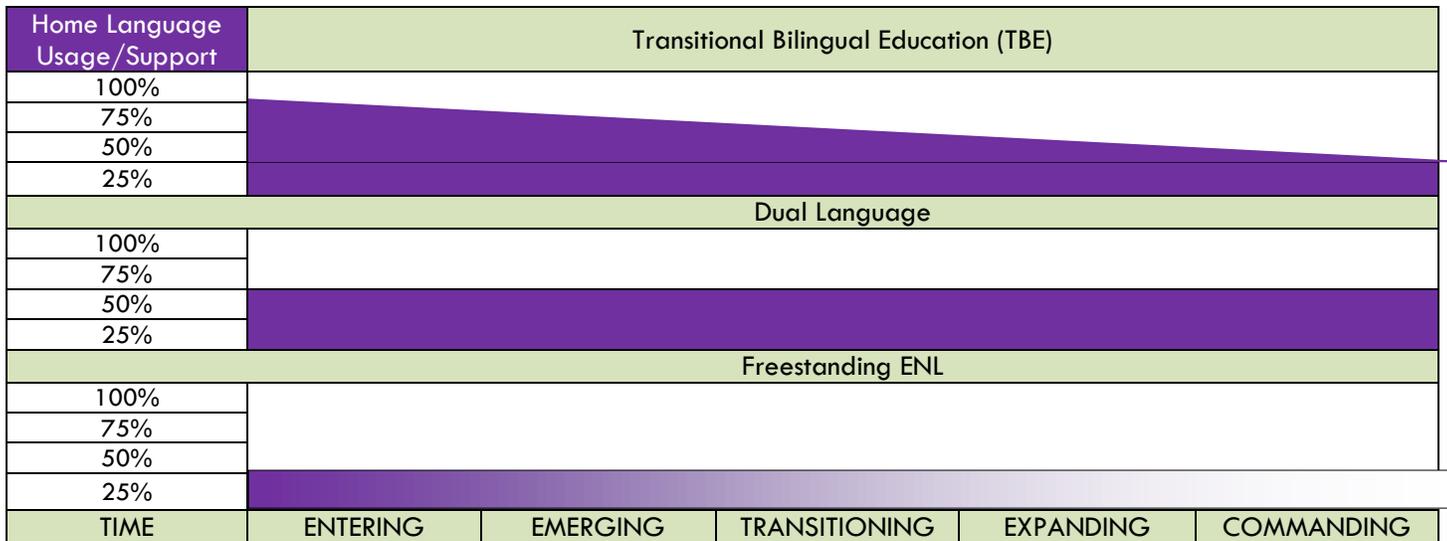


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We are targeting two specific groups this year: the SIFE students and at risk-ELLs. These groups are the most challenging due to their stagnant state. Many of the members of the at-risk-ELLs group have remained stagnant in their proficiency levels without being able to pass the NYSESLAT. This frustration has been caused because they have not acquired the writing and reading skills that will help them test out. This year we are putting great focus in their development and achievement at the state Examination level. We also want to provide ELA Regents support so that they can pass the examination. We plan to provide support in content classes, after school programs specifically designed for them, social-emotional advisory. We are developing material for their advancement and keeping in mind their language capacities, they are false ELLs (their language competences are many times at the level of many other mainstream students). SIFE students, on the other, are targeted due to their lack of academic skills and their manifested lack of school adaptation. We plan to help this population achieve their AYP goals. We are focusing in the areas of Math, science and social studies. We also plan provide SIFEs with support in content classes, after school programs specifically designed for them, social-emotional advisory. For classes such as math and social studies materials are being prepared with simplified language to facilitate the entry into the world of content. Content teachers as well as the ELL coordination and staff are working to make sure that everything they need be available. For all other ELLs we conduct periodic meeting with teachers to find out about students who might be struggling in their classes. Every month we provide teachers with forms to let us know what students are at risk of failing. These forms are used as common planning conversation material. We start the conversation with students from the information provided by the content teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The results obtained in the last NYSESLAT administration are very encouraging. These numbers do reflect a great effort on the part of our students and teachers in the ENL department. They also are evidence to the effectiveness of our program. We believe students, if they are focused on their work, will improve their academic language skills in all areas. In the content classes we think is where we find the most challenging situation. However, this year teachers are collaborating with the ENL department to provide as much support for ELLs as may be needed. This we think will have a great impact on the levels of achievement within the ELL population.
12. What new programs or improvements will be considered for the upcoming school year? For this year we have started implementing the push in approach. In the past we devoted time only for the language acquisition part of teaching ENL. The new legislations and State mandates have opened the door to better ways of looking at the ELL instruction.
- Push-in model
  - Advisory for ELLs
  - The simplified language material production
  - The English Expert (for Long-term ELLs): a handbook in which students find support and practice for their academic struggles.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs have access to all our afterschool clubs, programs, and activities. There are ELLs in sports programs, in science-technology training , cultural progams, etc. we encourage our students to join their program of preference. We also work with the organizers of such activities to make sure ELLs are received based on thir skills merits, we suggest that the activities be made appealing to ELLs who would like to join. All school activities are promoted in the ESL Newsletter and other media that is targeted toward ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- A. All ELLs are provided with an electronic tablet (Nexus 7). These are used for access to the internet during the classes. This is a useful tool when students need to find content or definition in their language, they can do it with ease.
  - B. The ELL Center: it operates in room 233 and it is a room where students have access to modern computers connected to the internet and network printers. All works students need to do can be done at this center at specific times during the day and daily after school.
  - C. New language textbooks for the ENL courses: the American English Files is the language method we presently use.
  - D. Content textbooks and material in the language of the Bilingual program (mainly in Spanish).
  - E. Smartboard with multimedia capabilities and internet access.
  - F. Special content area material for SIFE support: Simplified English versions of the content for the classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Within the TBE program the native language is used as a path to the target language content. At the moment our TBE uses moistly 25-75 distribution. Most instruction is done in English with a quarter of it being delivered in the native tongue.

In the Freestanding ESL program the language of instruction is English. The native language is allowed whenever it is understood to clarify the understanding of targeted concepts in the HL. However, we discourage the use of the English in class in order to force the speakers to use more of his/her new vocabulary.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ELL department A. P. works in conjunction with the ENL team to determine the propriety of using any particular material schoolwide. The material selected must be at the age and grade level correspondign to the ELL.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

For students who are new comers we plan to implement a week-long ESL program for Entering ELLs. This before school indicative will one week before the schools opens in September and/or the first three (3) weeks of the school year after -school. The total amount of hours will be 20/24 (4 hours 5 days a week before school opens; or 2 hours 4 days a week for 3 weeks).

The Guidance department ensures that ELLs receive appropariate orientation before the start of the school year. Once the year has started they conduct orientation sessions afterschool. In these sessions students are informed on what to expect from school, how to behave in class and the building, safety practices, common social practices, etc.

19. What language electives are offered to ELLs?

Currently ELLs may receive Chinese or Spanish classes as electives: Chinese for non-Chinese ELLs and Spanish for non-Latino ELLs. In the future we expect to offer classical languages (Latin, Greek) and French.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Once a month the teachers of ELLs receive focused training on the education and strategic needs of ELLs. These sessions are conducted by well-trained ESL educators from the school as well as external guests. The sessions are being organized around the particular need that we survey during our push-in assignments and other insights from teachers of ELLs. These needs are catalogued and prioritized. These PD sessions take place once a month during Monday PD sessions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Teachers of ELLs are being trained in best approaches in order to help students engage with the CCLS. The teachers are given the opportunity to learn language acquisition techniques that will allow the ELLs in their classroom to develop the language skills necessary for their adequate yearly progress. 50 percent of the ESL, Bilingual, and other teachers of ELLs is devoted to this kind of special training.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The ELL department works in collaboration with the PD Committee in the development of PD sessions that enhance the instructional practices of the instructors but also enhance their social awareness of ELLs' needs. We have included the amount of 10 hours to be devoted for the training of all staff at school: this includes not only the teaching staff but also paraprofessionals, secretaries, school aids, etc. These PD sessions will help teachers understand the psychological, emotional and social challenges ELLs may face when transitioning from middleschool to highschool. Some of the topics of the sessions will be: Integrating ELLs into the conversation; success and expectations in ELL instruction; writing as a pathway to language acquisition; avoiding verbal, social and emotional discrimination of ELLs; the language rich classroom, etc.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
We are in the process of revising our PD schedules to align it to NYSED compliance requirements. We plan to include the 15 percent mandated by the CR Part 154 for all staff in language acquisition. These new sections will be conducted from the perspective of ELLs as the center of the practice. We also want to improve ion the distribution of the 50 percent for all ENL and Bilingual teachers. The school is making arrangements so that the professional training of this population of teachers might happen in a separate session-- separate from the main group. We do understand that they need the specialized training the challenge of their population demands.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ELLs are invited to meet with the ELL team (ELL coordinator, Parent of student, respective ENL teacher). The department makes a schedule to meet with the parents at least once a year. We make appointments with parents to help them understand the needs of their children and how they can best support them.

When the parent(s) does not speak the language (Spanish, Chinese or English) then we refer them to the language translation services provided by the NYCDOE. We conference with the parent over the phone to determine what language is the most suitable (we use the HLIS to determine the language of preference) for the meeting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

In the ELL coordination (233A) a file cabinet is kept with information concerning the annual meetings with parents of ELLs. Special outreach efforts are also logged and recorded in the particular student's file.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The ELL department plans three activities around the year designed for parent engagement. The first is the Annual ELL Gala: this activity is designed to be a celebration of the cultural variety and heritage represented in our ELL population. ELLs as well as their parents are invited to this special evening. We commonly schedule it for the Spring semester, around April or May. The second is the ELL Honors Assembly: this is an activity in which we honor the best students of the previous year. We give honors for highest GPA, highest score in the NYSESLAT, Higher score in the ELA Regents, highest score in the LOTE, highest combined score in NYSESLAT and ELA regents, etc. this is done during the school day and parents are invited to be part of it. We also have the Award Night. Though this event is not particularly designed for parents of ELLs, it is a great opportunity to have parents be involved with other parents and share the celebration of honor students in the school, including the ELL awareness.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Yes, we work with 12PreKPlaza to offer communication tools for our parents of ELLs and to connect them to our school
5. How do you evaluate the needs of the parents?

We do this in three ways: 1) we send questionnaires home to survey their needs in terms of their relevance to academic, social, and emotional areas; 2) at every meeting we supply parents with surveys to be completed in their home languages. These surveys are short multiple choice questionnaires and are available at all times in the ELL Center (233); 3) We survey the needs of the parents by asking the students. In class we conduct home needs surveys in which students know their identities will not be known by anybody, including the teacher.

We use the data from these surveys to suggest possible solutions to specific problems the parents might be experiencing. We send information to the parents (via mail, email, etc.) to inform them about Community Based Organizations and other resources available around their localities, the city, or the Web.

6. How do your parental involvement activities address the needs of the parents?  
At our parent engagement activities we offer information related to the results from the surveys. The needs of the parents are addressed in brief talks, videos, and information booths located at the entrance of the events. We also provide flyers and special guests to talk about the most prevalent trends and research.

### D. Additional Information

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

N/A



School Name: **MURRY BERGTRAUM**

School DBN: **2M520**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Naima Cook	Principal		
Jeremy Daniel	Assistant Principal		
	Parent Coordinator		
Jesus Duran	ENL/Bilingual Teacher		
	Parent		
Leonidas Jimenez	Teacher/Subject Area		
Amanda Lui	Teacher/Subject Area		
	Coach		
	Coach		
Sandra Badillo	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **2M520** School Name: **Murry Bergtraum HS**  
Superintendent:

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When parents arrive at school to enroll their child, the counselors are the first point of contact. Once the counselors have interviewed the parents they let the Language Access Coordinator know about the parent's language needs. The Language Access Coordinator conducts the HLIS to determine what the language of preference for the parents is. This information is later entered into ATS. The LAC prepares a list of all home language preferences, other than English, and distributes it throughout school. The list is created from data obtained from the RAPL report on ATS. The LAC provides this information to persons in offices that work with students as well as to teachers and administrators. When someone prepares information for parents this list is reviewed to make sure that all language needs are satisfied.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Chinese, Bengali, Fulani, Arabic, and French .

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Every year the school sends a number of important documents for parents. The following is a list of all documents that are sent translated to the parents whose home language preference is not English:

- School handbooks
- Calendars
- Regents exam sessions dates
- NYSELSLAT sessions dates
- Tutoring services announcements
- Parent-Teacher conference announcements
- Letters from teachers

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parents meet face-to-face with counselors, administrators and teachers. In these meetings parents participate in conversation about the progress of the student or any other issues that might be of relevance to the visit. The some of these meetings are:

- Parent-teacher conferences
- IEP meetings
- Parent-teacher meetings
- Parent-Administration (A.P) meetings
- Parent-Counselor meetings

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

After a document one of the above documents has been drafted, it is sent to the Translation & Interpretation Coordinator. The coordinator will guide the translation process the translation and will check for the quality of the translation. After the document has been translated it is sent to the initial office for mass printing/copying and distribution. The written translation is provided by school staff (Spanish, Chinese, and French, or any other with represented speakers); translation to other languages is provided by the Translation & Interpretation Unit of the DOE.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school uses the staff members trained in the language. When the home language is not spoken by any of our staff members, then we resort to the services provided by the Translation & Interpretation Unit.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff receive training in the resources available to contact parent who do not speak English. Literature is disseminated throughout the school, this include, but is not limited to, brochures, Language Identification Guides, etc. All offices dealing with parents have these guides available and use them to identify the language(s) spoken by the parents who do not speak English.

#### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At the entrance of our building posters are posted that state the Translation and Interpretation rights of parents.

#### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We conduct a bi-annual survey to find parents' satisfaction in relation to the translation and interpretation services provide through our school. This survey is conducted during the month of January and the month of May.

