



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE MANHATTAN CENTER FOR SCIENCE AND MATHEMATICS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M435

PRINCIPAL: J. DAVID JIMENEZ **EMAIL:** DJIMENE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
J. David Jimenez	*Principal , administration	
Latoya Martin	*UFT Chapter Leader, Humanities	
Vylmary Bennet	*PA/PTA President	
Nefertiti Frazer	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Emily Dodd	Math and Sciences	
Erica Thomas	Foreign Language	
Robert McCue	English, Special Education/ELLs	
Gladys Williams	Parent	
Bianca Smith	Parent	
Anissa Chalmers	Parent	
Kelley Ann Royce	Parent	
Brittany Baker	Student	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, there will be a 15% increase (from June 2011) in the number of our high needs students (ELLs, SE and our lowest third citywide) earning Regents or Advanced Regents Diploma and 12% increase (from June 2011) in the number of our high needs students earning a Local, Regents, or Advanced Regents Diploma.

Comprehensive needs assessment

We would like to close the achievement gap. Only 35% of these students earned a Regents Diploma or Advanced Regents Diploma in 2010; while 48% percent of these students earned a Local Diploma, Regents Diploma, or Advanced Regents Diploma. Our analysis of these populations found serious problems with attendance and lateness, leading to insufficient credit accrual and poor standardized test performance. Additionally, we have found very poor academic performance for our Special Education students in self-contained classrooms.

Instructional strategies/activities

For the 2011-2012 school year, we will phase-out our self-contained Special Education program and move to a Collaborative Team Teaching (CTT) model. This will require the pairing of willing teachers into collaborative pairs, scheduling their programs so they have common planning time, and possibly training them to implement CTT effectively. Track the academic progress of our high needs populations (ELL, Spec. Ed., Low Third Citywide) as a distinct group. Through the collaborative efforts of our AP Guidance, AP Special Education, and ELL Coordinator the attendance, credit accrual, and Regents Exam performance will be monitored. The three people mentioned above will collaborate with teachers to identify the high needs students in their classrooms, identify barriers to their academic success, and implement effective strategies to overcome those barriers. Teachers, guidance staff, and administrators should be able to track these students' academic progress using the Skedula program. Both Title I and Title III funds should be used directly to achieve these actions. Possible uses for the funds include: after school tutoring sessions, after school intervention meetings (with parents, student, teachers, administrators), and supplementary class materials (e.g. native language texts or alternate level texts).

Strategies to increase parental involvement

MCSM will maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. A monthly calendar of events will be sent home with each student once a month to inform parents about events that will be taking place. Additionally, we will be using the Skedula, Pupil Path program to foster greater communication between our school community and the parents of our students. Additionally, we will be advertising our organizational goals at the monthly Parent Association meetings to the parents. 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. The SLT will develop a school communication plan.

Strategies for attracting Highly Qualified Teachers (HQT)

According to our 2010-2011 BEDS survey 97% of our staff is already highly qualified in their subject areas. Additionally we will be encouraging staff members that have not achieved highly qualified designation to take CLEP courses to achieve the credits required to achieve that designation. Additionally, we will be coordinating with The City College of New York and New York University to facilitate student teachers for potential teaching candidates.

Service and program coordination

We will increase the number of Collaborative Team Teaching (CTT) courses that we offer to our Special Education students. This will increase the rigor of instruction for our special needs students. Therefore, we will offer extensive CTT training from our Children's First Network (CFN) to teachers that are new to teaching in the CTT model. Additionally, we will offer intervisitations to new CTT pairs from pre-existing CTT pairs. We will coordinate with our guidance department to provide our Special Needs students with additional mental health resources. The Family Worker to reach out to parents of our high needs students.

ASR (Advanced Science Research Program) coordinator will collaborate with the AP Special Education to identify further opportunities for high-needs students to participate in high level scientific research.

Family Worker provides parent outreach and attendance improvement initiatives.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for differentiated professional development.
- Title I will be committed to pay for the professional development in the identified areas.
- Advanced Placement teachers will work with our high needs students to provide additional academic opportunities.

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

For our overall student body, we seek to meet the national average of college-readiness as measured by PSAT exam. 25% of our 10th graders will be college ready by October 2012 and 33% of our 11th graders will be college ready by October 2012

Comprehensive needs assessment

As identified by the October 2009 PSAT Exam, 14% of our current 10th graders and 18% of our current 11th graders are college ready. The primary area of weakness of our students as identified by the PSAT is our students' writing skills.

Instructional strategies/activities

Implement writing as a core element of every academic class. Students should be frequently writing, reading, and revising in English, Social Studies, Science, even Math. Teachers may need training to implement effective writing strategies in non-English classes. We will also introduce a greater variety of English elective classes to improve students' writing skills. Additionally, we will utilize the extended time at the end of the day to provide tutoring and small group instruction to students in need. Staff will attend regular bi-monthly professional development provided by departmental APs. Special Education/English teachers will offer strategies in differentiated instruction so that all student populations are reached.

Strategies to increase parental involvement

MCSM will maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. A monthly calendar of events will be sent home with each student once a month to inform parents about events that will be taking place. Additionally, we will be using the Skedula, Pupil Path program to foster greater communication between our school community and the parents of our students. Additionally, we will be advertising our organizational goals at the monthly Parent Association meetings to the parents. 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. The SLT will develop a school communication plan.

Strategies for attracting Highly Qualified Teachers (HQT)

According to our 2010-2011 BEDS survey 97% of our staff is already highly qualified in their subject areas. However, we will be encouraging the remaining staff members that have not achieved the highly qualified designation to take CLEP courses to achieve the credits required to receive that designation. Additionally, we will be coordinating with The City College of New York and New York University to facilitate student teachers for potential teaching candidates.

Service and program coordination

In collaboration with each of the Departments we will enhance the amount of writing that occurs within daily instructional periods across each of the curricula areas. We will offer professional development for our English department on strategies for teaching the reading of informational texts. The English department will generate a unit plan specifically for informational texts literacy.

In the area of mathematics we will offer a professional development session in the areas of Congruence and Inequalities. These areas were identified as instructional initiatives by the Chancellor for enhancing high school student's college readiness.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
Professional instructional materials to support curriculum development during the regular school day.

- Teacher per session for differentiated professional development.
- ISTEP (International Science Exchange Program) research director.
- Title I will be committed to pay for the professional development in the identified areas.
- Additionally Title III funding will support supplemental instruction for our English Language Learner (ELL) population. We will maintain an ELL coordinator who will ensure the success of our ELL students.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

10% of our high-performing 2012 graduates will earn the Advanced Regents Diploma with Honors.

Comprehensive needs assessment

Only 4% of 2010 graduates obtained an Advanced Regents Diploma with Honors (90 or better average on all Regents Exams). We feel this number should be higher given the number of high-performing students we have, though the elimination of the Regents Exams in Languages Other than English may make this distinction more difficult to achieve.

Instructional strategies/activities

Guidance counselors and/or programmers will flag students in each cohort year who score at 85 or above on their Regents Exams. They will meet with these students in groups to notify them of their possible achievement of the Honors diploma and help them to set goals to achieve this.

Strategies to increase parental involvement

MCSM will maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. A monthly calendar of events will be sent home with each student once a month to inform parents about events that will be taking place. Additionally, we will be using the Skedula, Pupil Path program to foster greater communication between our school community and the parents of our students. Additionally, we will be advertising our organizational goals at the monthly Parent Association meetings to the parents. MCSM will also hold an awards ceremony exclusively recognizing the efforts of the students that have achieved an Advanced Regents Diploma with Honors degree to celebrate their accomplishment. 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. The SLT will develop a school communication plan.

Strategies for attracting Highly Qualified Teachers (HQT)

According to our 2010-2011 BEDS survey 97% of our staff is already highly qualified in their subject areas. Additionally we will be encouraging staff members that have not achieved highly qualified designation to take CLEP courses to achieve the credits required to achieve that designation. Additionally, we will be coordinating with The City College of New York and New York University to facilitate student teachers for potential teaching candidates.

Service and program coordination

We will work with the College Now program out of the City University of New York to provide college level instruction for students that have accrued enough credits for graduation prior to the termination of the school year. Additionally, our Assistant Principal of Guidance will meet with each of the potential Advanced Regents Diploma with Honors candidates to create plans of action to achieve this designation.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for differentiated professional development.
- ISTEP (International Science Exchange Program) research director.
- Guidance Counselors who will identify target population and work closely with high performing students to help them reach the goal of obtaining an Advanced Regents Diploma with Honors.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
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	# of Students Receiving AIS							
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	95	10	14			1	2	
10	150*	20	13	93*			7	
11	84*	17	29	46			10	
12	29	12	14	22			3	

**Indicates the use of 8th grade scores to identify students for AIS. MCSM student do not take the English Regents exam until the end of 11th grade. Additionally our 10th grade students do not take the global studies regents exam until the end of 10th grade.*

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	We offer one section of Wilson Instruction to students who perform in the lowest third of our school. Additionally, we have programmed each tenth grade student for a pre-college writing course where they will practice vocabulary development and writing skills. This course is designed to enhance our students' performance on the PSAT and the SAT exam.

Mathematics	<p>For students that have displayed a weakness in Mathematics we will offer a double period block to remedy the identified weaknesses. The double period block will be offered in Algebra for students that have low exam scores on their eighth grade state wide mathematics exam. These students will be programmed for a 90 minute block of Algebra.</p> <p>Ninth grade students that have entered Manhattan Center with the Algebra Regents completed have been programmed for a double period Geometry class too.</p>
Science	<p>Teachers will utilize the 37 1/2 minutes at the end of the instructional day to offer tutoring after school for homework help, and test preparation as needed. PM School and online credit recovery provided for students in need of credit recovery. After school small group tutorials in all science subject classes. Students are given opportunities to makeup missing or incomplete labs after school each week Small group instruction, tutorials, and make up labs are offered during lunch periods to Earth Science students Mock regents exams in all science subject classes are given after school during the last two weeks of June All lab classes are programmed to meet 7 period per week with one double period lab weekly Bilingual students are programmed to receive instruction in Living Environment and Earth Science in Spanish</p>
Social Studies	<p>Teachers will utilize the 37 1/2 minutes at the end of the instructional day to offer tutoring after school for homework help, and test preparation as needed. PM School and online credit recovery provided for students in need of credit recovery. Mock Regents Exams provide early warning of difficulty and allow for additional AIS. After school classes are offered for Global and US History in credit recovery</p>
At-risk Services provided by the Guidance Counselor	<p>Counselors meet with all students who are deemed At-Risk on a regular basis. Group and Individual Sessions provided. Family Conferences are conducted on a regular basis.</p>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<p>Two social workers are assigned to meet with students that have been identified as at-risk. These students are referred by teachers and guidance counselors. Additionally, these two social workers meet with students that receive mandated counseling.</p>
At-risk Health-related Services	

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader William Colavito	District 04	Borough Manhattan	School Number 435
School Name Manhattan Center for Science and Math			

B. Language Allocation Policy Team Composition [?](#)

Principal Mr. David Jimenez	Assistant Principal Ms. Arleen Milton
Coach type here	Coach type here
ESL Teacher Ms. Angie Thomas	Guidance Counselor Mrs. Maritza Villegas
Teacher/Subject Area Mrs. Yecenia Delarosa/Science	Parent type here
Teacher/Subject Area Mrs. Rosa Chu/History	Parent Coordinator Ms. Julia Valentin
Related Service Provider type here	Other Mr. Cristobal Acosta/Math
Network Leader type here	Other Mr. Ji Lu/ESL

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	7
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1678	Total Number of ELLs	46	ELLs as share of total student population (%)	2.74%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Since we are a high school the students usually come to us designated as English Language Learners with a history of NYSESLAT results which we use to program them accordingly. We use the ATS RLAT report to look at the students past level of performance on the NYSESLAT. However, if a student enters our school for the first time the process is different. First, our guidance office interviews the parent(s) and student(s) to see if our school is a good fit for the child. The staff will then call our ELL Coordinator, who is fluent in Spanish, to perform a HLIS. We also have staff members who are fluent in Chinese, French and Mandarin. If the home language is not English then the coordinator and/or the ESL Assistant Principal will administer the LAB-R (if necessary). Based on the performance on the LAB-R, one can determine if the student is an ELL or a non-ELL. We also administer the Spanish LAB-R when we have determined whether the student will be classified as an ELL. The parents are also shown a video and allowed to fill out a Parent Survey and Program Selection. Based on the survey the student will then be placed in our Spanish Transitional Bilingual Program or the Freestanding ESL Program. This current year we do not have a Spanish TBP due to the fact that we only admitted nine freshman ELLs. The ELLs are also required to take the NYSESLAT in March until they pass it. Once they have passed the NYSESLAT, they are taken out of the programs but will be given test accommodations for up to two years.

During the first week of school, the ELL Coordinator will print and distribute to all the parents via mail the letters of entitlement for ELLs as well as the letter of non-entitlement for the students that have passed the NYSESLAT. These letters are printed and distributed in English, Spanish, Chinese and any other home language serviced at our school. When we receive these letters back they are kept in the student's cumulative file. For the new parents, the ELL Coordinator along with the Bilingual Team of the school will conduct an orientation meeting to present to the parents information pertaining to our school's Transitional Bilingual and ESL Program. If the Coordinator was not able to help the parents with the Parent Survey and Program Selection form during the first week of school, and if mailed and not returned, then the default in our school is to place the student in the Transitional Bilingual Program. During this informative meeting, parents are educated about the programs available to their children and further schedule changes are granted.

Based on our records, most parents of Spanish descent request that their children be placed in our Spanish Transitional Program, approximately 34 each school year. The parents of Chinese, French, and other language descents, request that their children be placed in the Free-standing ESL Program, approximately 5 each school year.

For the most part, parent requests are always granted. Some parents do not want their children in our Bilingual Program and this can only be granted if the Principal gives permission, and the student is then placed in the Free-standing ESL Program. Our Special Education students are also placed in the Free-standing ESL Program, unless they are x-coded. Besides Spanish, Chinese is the other language used the most among our ELLs, and we offer Chinese classes levels one through three as the Native Language for those students.

Part III: ELL Demographics

A. ELL Programs

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

Page 16

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										9	13	13	11	46
Push-In														0
Total	0	0	0	0	0	0	0	0	0	9	13	13	11	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	8
SIFE	8	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	14

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18	2		14	4	3	14	2	5	46
Total	18	2	0	14	4	3	14	2	5	46

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	11	11	11	41
Chinese										1	1			2
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												2		2
TOTAL	0	9	13	13	11	46								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our instruction is departmentalized.

This school year we do not have enough students for a TBE program; however, when we do the following occurs. The students in the TBE travel together as a group for most of their classes depending on their ESL level, and all classes are heterogeneous.

We have a TBE program that is being taught by teachers that teach the content areas of Science, Math and History. They are aware that they need bilingual extensions and that the Principal will put up postings to hire qualified teachers to fill these positions. The science teacher is currently pursuing her bilingual extension at City College through ITI-BE (Intensive Teacher Institute in Bilingual Education and English as a Second Language) and we also have a History teacher on staff that needs one more course to receive her extension. We also have 7 NLA teachers that are properly certified to teach the students of our TBE program. There are 3 certified ESL teachers in our school that teach heterogeneous groups by grade level. We do not have Special Ed teachers with bilingual extensions, and so our special education ELL students are mainstreamed into ESL classes only.

Our school usually offers a ninth grade Transitional Bilingual (Spanish) Program and Freestanding ESL courses as asked per parent choice for our students. Our current school statistics show that we have 46 ELL students in the school. All of those students are in a freestanding ESL program. They receive instruction in Science, Math, and Global History, ESL and Native Language Arts with extensive Native Language support. Our content area teachers are proficient in both English and Spanish and hold High School Day Licenses in their content areas. Our science teacher also holds a bilingual extension. All of our Native Language Arts teachers are licensed in Spanish and our 3 ESL teachers hold licenses in ESL.

Manhattan Center for Science and Math usually offers a full ninth grade Transitional Bilingual Spanish Program. There were only nine ELLs admitted to our school, therefore, the bilingual program was cut this school year. The ninth grade Transitional Bilingual Spanish Program consists of a Bilingual Living Environment course, Bilingual Global History 1 course and a Bilingual Algebra course. The students following this program also receive one period of NLA services a day (215 min. a week) as well as ESL/English courses depending on their NYSESLAT scores. A student in the ninth grade Transitional Program who scores at the Beginner will receive three units of ESL a day (645 min. a week). The intermediate levels will receive 2 units of ESL a day (430 min. a week). The advanced students will receive 1 unit of ESL a day (215 min. a week) and 1 period of English instruction a day (215 min. a week). Please note that our school's periods are more than 45 minutes and therefore they receive additional instructional time for all their classes. Once these students move to the 10th grade there is no TBE; however since Global is a two year class they can remain in a Spanish Global class. Additionally they continue to receive ESL services according to their NYSESLAT scores and they continue to receive NLA. By the 11th grade all our ELL students have transitioned to a Freestanding ESL Program. In the 12th grade we usually have less than 10 students in our ESL program.

In total we have 8 ESL classes in grades 9 thru 12. They are labeled as follows: L1T/LIR, L3/L3R, L5s, and L7s. L1s are for freshmen,

A. Programming and Scheduling Information

L3s for sophmore, L5s for juniors and L7s for seniors.

An ELL student who enters Manhattan Center opting for a Freestanding ESL Program will be placed according to their NYSESLAT Score. There are 38 students in ESL classes because 8 are x-coded. Freshmen are programmed accordingly: a beginner level student will be placed in L1 for 2 units/periods and receive a third unit/period of ESL during zero or 9th period for a total of 645 min. a week – more than the mandated amount (please note that our periods give the students additional instructional time). A student whose scores are Intermediate will be placed in L1 class for 2 units/periods a day, for a total of 430 min. a week. Advanced students are placed in L1 class for one unit/period a day (215 min a wk.) and an English course for one unit/period a day (215 min. a wk.) plus a Native Spanish course for one unit/period a day (215 min. a week).

The Special Education ELLs are placed in our Freestanding ESL classes unless they are X-coded. Because of their disabilities, some receive Speech Therapy, Related Services, Counseling or Resource Room. In the case of these students their IEP mandates must take precedence over ESL mandates. Hence, the number of ESL periods they receive a day may not reflect their NYSESLAT level. Some students are X-coded and are not entitled to receive ESL classes however they are entitled to take the NYSESLAT test.

In order to help SIFE students accelerate their learning and meet the standards, the ESL, ELA and NLA teachers implement a variety of supplemental interventions in their classes as well as in Title III academic programs. These students receive after school classes for acceleration and enrichment in the four language modalities. Their progress is consistently monitored for assessing achievement in language and literacy development.

Strategies implemented during the school day throughout their classes include word walls where unfamiliar vocabulary is presented in two languages for the purpose of vocabulary development, visual scaffolding which allows vocabulary to be learned through visual images, partner work used to enhance collaboration, verbal interaction and support. In addition, in order to meet literacy needs of some of these students, the Rosetta Stone program is implemented.

The SIFE students we have are offered extra assistance. They are provided with review books, tutoring and becoming part of a Bilingual Tutoring Center after school. Additionally, some of the Special Education students are part of a Wilson Reading & Writing Program during the school day.

Special Education students are provided with extra help that is innovative and engaging in small group settings. They are guided by the ESL, ELA and NLA teachers to use specific ESL strategies. Some strategies that are implemented are read-alouds, leveled questions, writing workshop, and guided reading. The read-alouds are used to practice prediction, discussion, and understanding. The leveled questions strategy allows students to respond verbally or nonverbally with understanding and confidence. The writing workshop allows students to choose their own writing topics and work together with others while going through the stages of writing. The guided reading strategy allows individual coaching, and the teachers use the core subject books to address the vocabulary that is unfamiliar to the students. The students are encouraged to make use of these strategies during the school day in their regular classes as well as in the after school Title III academic language and literacy acceleration program. In order to provide flexibility with programming, we offer classes in the core subjects throughout all periods of the day. We also program by grade level to ensure that students are working with other students who are at similar levels.

The newcomers, 4 to 6 years and Long-Term ELL students receive different modes of intervention throughout the day. Their teachers use differentiated instruction and strategies that help with instruction and ELL learning. ALL the teachers are part of an inquiry team that analyzes the ELL data pertaining to years of service, NYSESLAT levels and Modality Levels and they use this data to drive instruction. They also use this data to create formative assessments and action plans that allow them to close the achievement gap.

ESL classes cover literature in English. Many of the novels covered reflect on the immigrant experience and mirror the ethnic background of the ELL population, such as, *When I was Puerto Rican* by Esmeralda Santiago and *Silent Dancing* by Judith Ortiz-Cofer. The goal is to achieve English Language Proficiency through exposure to the language. If a student requires explanation of a term in a language other than English it is acknowledged and first language is allowed as a bridge to the second. This same approach is taken in the content area classes. For example, in their Living Environment class, every written material they are given is available in both English and Spanish. The school purchased software from a company called EDUWARE, where regents' questions/assessments are available in both languages.

A. Programming and Scheduling Information

The Native Language arts classes cover literature also. In addition to covering Latin American Writers such as Gabriel Garcia Marquez, they also cover Shakespearean plays such as Romeo and Juliet.

Native Language Classes are offered in three levels. During senior year our ELL students can take Spanish Literature, Heritage or AP

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%				
75%				
50%				
25%				
Dual Language				
100%				
75%				
50%				
25%				
Freestanding ESL				
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Manhattan Center's goal is for each of our students to enter an institution of higher learning to become an educated and productive adult. Because of this, we focus on their academic progress. Our bilingual and ESL students take rigorous content area courses which terminate with a Regents exam in for which our teachers prepare them well. The Language Allocation Policy is followed throughout the content areas, for example, for the 9th graders we follow the policy of 60:40 and as the grades increase it becomes less Spanish and more English until they are mainstreamed. Additionally, former bilingual students serve as tutors in our after school peer-tutoring program. With the direction of the bilingual content area teachers, these former bilingual students help address the needs of the current bilingual students. This intervention is given in both English and Spanish. Furthermore, the teachers conduct after school tutoring sessions across all subject areas, where they focus on their weaknesses and give individual attention to those bilingual students who need it. Students also receive additional intervention by being enrolled in double periods classes in math and science. The students who are in the Freestanding ESL classes also have many opportunities to receive assistance in their areas of need, especially by using our Literacy Center after school. The ESL coordinator along with our ESL staff monitors data by following the students' progress and checking all their marking period grades after report card distribution.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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Research shows that mastery in the native language will only render success in a second language. What we are aiming for is for our ELLs to eventually become proficient in both languages (their L1 and L2). The content teachers support their native language through resources, student work, word walls, assessments, and strategies. Students are given glossaries in the beginning of the school year so they may get accustomed to it before the Regents Exam in June. Students also have classroom sets of dictionaries that they are allowed to use while learning in class. Students also have access to textbooks written in their native language. They also study literature in their native language in their native arts classes. Teachers have access to the test bank named EDUWARE that allows assessments to be printed in both languages. The content teachers allow the most frequency of exposure to their native language; however, the ESL teachers predominantly use the English language but they have access to our resources. At the moment, we are trying to purchase Global History textbooks in Spanish, NYSESLAT workbooks for our ESL classes, supplemental materials for different proficiency levels as well as grade levels.

Students also have an opportunity to enroll in electives offered in their native language such as AP Spanish and AP Spanish Literature.

Every June MCSM staff conducts an open-house orientation for the parents, and although we explain to them that our TBE only lasts one year and it can be tough for the remaining three years, they still select our school for it's rich academic programs. One thing we are trying to work on at MCSM is zero tolerance for failure especially from the ELL population. We are trying to build relationships with the students to get to know them on an individual basis. We are trying to implement formative assessments that can gain improvement in student achievement. We are working on building curriculum maps that can be more detailed and can allow us to use different strategies. Our ELL Coordinator attended a conference where she was given 450 strategies that can help ELLs designed by Dr. Virginia Rojas. We are trying to apply differentiated instruction that can make every ELL successful. We are definitely trying but we need to be further professionally developed and we need to begin a Professional Learning Community.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

Beginning

Intermediate

Advanced

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our ESL coordinator, which maintains communication among the staff concerning the ELLs, is willing to attend ELL oriented workshops. She turn keys information to update our staff and is a crucial part of these professional development sessions. Therefore, our staff is informed to a certain extent but they also need to be developed on an individual and disciplinary basis.

We aim to prepare all our teachers to deliver the best and most appropriate level of instruction to our ELL population. To that end we have established the following goals:

- To provide professional development in methods for quality instruction that includes workshops in scaffolding and diversified methods of instruction.
- To provide opportunities to write Grade-Level curriculum and assessments that are aligned with NYS standards in ELA, NLA, ESL, math, science, social studies and technology, and are provided in both English and the native language as the program designates.

We began and will continue to offer the following professional development opportunities for our teachers.

- The ELL team meets once a month to discuss workshops, student progress, and brainstorm ideas for the ELLs.
- We have sent some of our staff members to QTEL workshops and plan to use this as an ongoing training guide.
- Content teachers are sent to vigorous workshops and form study-groups to better serve the ELL population.
- Common prep time is provided for ELL grade team teachers.
- One of two days of staff development during opening of school is devoted to differentiated instruction for ELL students. This is followed-up with two staff/professional development sessions for all teachers during the year.
- Coaching for all teachers in differentiated instruction is implemented throughout the year.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated.

Yearly, members of our staff are sent to ELL training provided by the DOE. At these workshops our staff learns how to formulate the Language Allocation Policy, management of Title III funds and how to track our AMAO data.

Our school has done well given the small size of our program, and the limitations that we face both in terms of time in the school day and personnel training. We need to strengthen our students' skills in reading and writing from their first entry into our school, to ensure that they can successfully navigate the many required exit exams mandated by the state. Because communication is as much about what we produce as it is about what we absorb, students' skills in reading and writing must be given top priority throughout their tenure in our building.

As stated earlier, our teachers will continue to look at curriculum and revise where necessary in order to align it with the ESL standards and the instruction required for achieving mastery in English at the commencement level. This will include varying instructional practice, introducing students to varied texts, providing opportunities for students to use the four modalities in all their classes, which requires that teachers are trained in ways to incorporate such into their instruction across the curriculum. Teachers will be encouraged to continue to work together – ELA, NLA, ESL and content area teachers – to discuss students with difficulties whom they share and, through case conferencing, find meaningful ways to help the se students succeed. We adhere to both in-house and out professional development in order to better serve our staff and students. We will aim to have all of our content area teachers pursue and acquire their bilingual extensions. Our ELL team meeting is just another measure of our progress in our school's communication. On a final note, with the collaborative efforts of our ESL Assistant Principal and our ESL Coordinator, this will only enhance our success with the ELLs.

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

E. Parental Involvement

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

Most parents seem to choose either the Transitional Bilingual Program or the Enriching ESL program. Many parents feel that there is an

ELA instruction for <i>all</i> ELLs as required		180 minutes
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E. Parental Involvement

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4. How do your parental involvement activities address the needs of the parents?

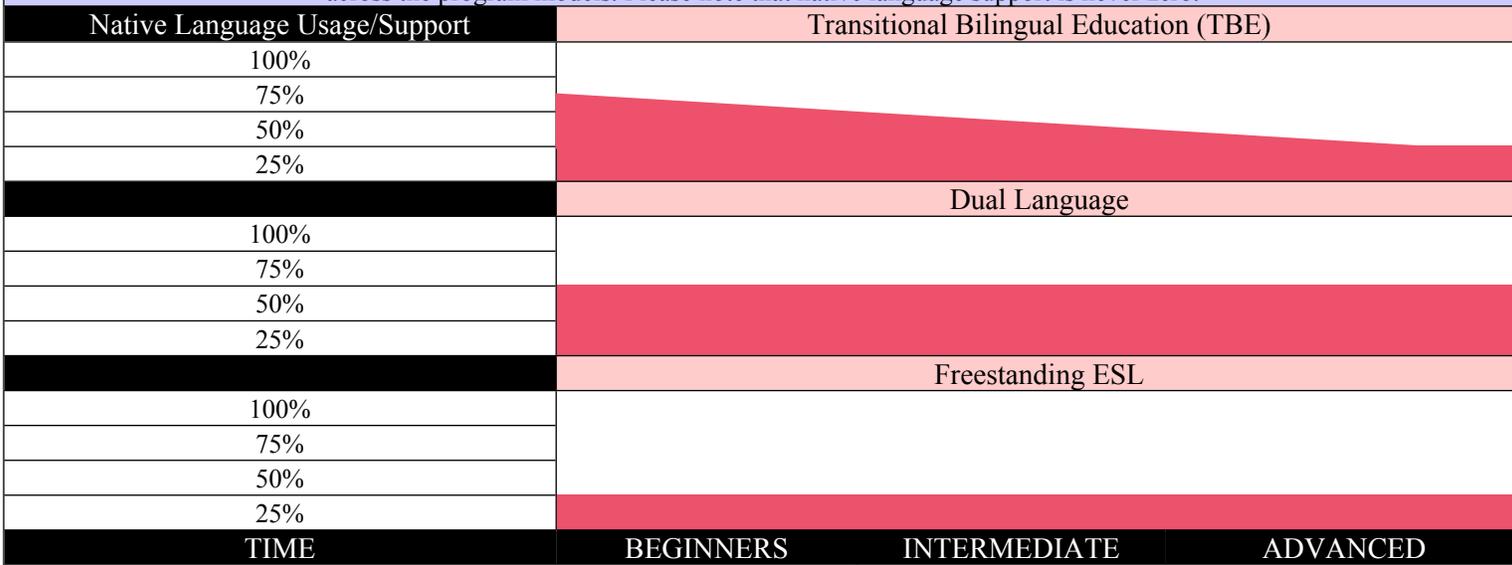
Most parents seem to choose either the Transitional Bilingual Program or the Freestanding ESL program. Many parents feel that there is an urgent need for their children to merge into the monolingual mainstream. Hence, some feel that a smooth transition into English is beneficial while others feel that total immersion is better. We rarely have parents request a Dual Language Program. We try our best to give the parents and students their requests if we have when the resources available. The new ESL coordinator and the Parent Corrdinator keep close contact with the ELL parents and students.

Parents are also invited to school events by our Parent Coordinator. Phone calls are made home weekly and six progress reports are sent home annually.

All the letters sent out to parents from the school are in English, Spanish, Chinese, and/or any other necessary languages. Additionally, the Parent Coordinator often invites ELL parents with her to multicultural meetings and she posts informative booklets in English and Spanish. The school nurse has staff that speaks Spanish and their health literature is found in both English and Spanish. Two of the school’s counselors are bilingual, and they are all equipped to assess new students and direct them to the ESL Coordinator. Our school library also carries novels printed in Spanish.

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials including technology are used to support ELLs (include content area as well as language materials)?

B. Programming and Scheduling Information--Continued

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11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Manhattan Center's goal is for each of our students to enter an institution of higher learning to become an educated and productive adult. Because of this, we focus on their academic progress. Our bilingual and ESL students take rigorous content area courses which terminate with a Regents exam in for which our teachers prepare them well. The Language Allocation Policy is followed throughout the content areas, for example, for the 9th graders we follow the policy of 60:40 and as the grades increase it becomes less Spanish and more English until they are mainstreamed. Additionally, former bilingual students serve as tutors in our after school peer-tutoring program. With the direction of the bilingual content area teachers, these former bilingual students help address the needs of the current bilingual students. This intervention is given in both English and Spanish. Furthermore, the teachers conduct after school tutoring sessions across all subject areas, where they focus on their weaknesses and give individual attention to those bilingual students who need it. Students also receive additional intervention by being enrolled in double periods classes in math and science. The students who are in the Freestanding ESL classes also have many opportunities to receive assistance in their areas of need, especially by using our Literacy Center after school. The ESL coordinator along with our ESL staff monitors data by following the students' progress and checking all their marking period grades after report card distribution.

Research shows that mastery in the native language will only render success in a second language. What we are aiming for is for our ELLs to eventually become proficient in both languages (their L1 and L2). The content teachers support their native language through resources, student work, word walls, assessments, and strategies. Students are given glossaries in the beginning of the school year so they may get accustomed to it before the Regents Exam in June. Students also have classroom sets of dictionaries that they are allowed to use while learning in class. Students also have access to textbooks written in their native language. They also study literature in their native language in their native arts classes. Teachers have access to the test bank named EDUWARE that allows assessments to be printed in both languages. The content teachers allow the most frequency of exposure to their native language; however, the ESL teachers predominantly use the English language but they have access to our resources. At the moment, we are trying to purchase Global History textbooks in Spanish, NYSESLAT workbooks for our ESL classes, supplemental materials for different proficiency levels as well as grade levels.

Students also have an opportunity to enroll in electives offered in their native language such as AP Spanish and AP Spanish Literature.

Every June MCSM staff conducts an open-house orientation for the parents, and although we explain to them that our TBE only lasts one year and it can be tough for the remaining three years, they still select our school for it's rich academic programs. One thing we are trying to work on at MCSM is zero tolerance for failure especially from the ELL population. We are trying to build relationships with the students to get to know them on an individual basis. We are trying to implement formative assessments that can gain improvement in student achievement. We are working on building curriculum maps that can be more detailed and can allow us to use different strategies. Our ELL Coordinator attended a conference where she was given 450 strategies that can help ELLs designed by Dr. Virginia Rojas. We are trying to apply differentiated instruction that can make every ELL successful. We are definitely trying but we need to be further professionally developed and we need to begin a Professional Learning Community.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our ESL coordinator, which maintains communication among the staff concerning the ELLs, is willing to attend ELL oriented workshops. She turn keys information to update our staff and is a crucial part of these professional development sessions. Therefore, our staff is informed to a certain extent but they also need to be developed on an individual and disciplinary basis.

We aim to prepare all our teachers to deliver the best and most appropriate level of instruction to our ELL population. To that end we have established the following goals:

- To provide professional development in methods for quality instruction that includes workshops in scaffolding and diversified methods of instruction.
- To provide opportunities to write Grade-Level curriculum and assessments that are aligned with NYS standards in ELA, NLA, ESL, math, science, social studies and technology, and are provided in both English and the native language as the program designates.

We began and will continue to offer the following professional development opportunities for our teachers.

- The ELL team meets once a month to discuss workshops, student progress, and brainstorm ideas for the ELLs.
- We have sent some of our staff members to QTEL workshops and plan to use this as an ongoing training guide.
- Content teachers are sent to vigorous workshops and form study-groups to better serve the ELL population.
- Common prep time is provided for ELL grade team teachers.
- One of two days of staff development during opening of school is devoted to differentiated instruction for ELL students. This is followed-up with two staff/professional development sessions for all teachers during the year.
- Coaching for all teachers in differentiated instruction is implemented throughout the year.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated.

Yearly, members of our staff are sent to ELL training provided by the DOE. At these workshops our staff learns how to formulate the Language Allocation Policy, management of Title III funds and how to track our AMAO data.

Our school has done well given the small size of our program, and the limitations that we face both in terms of time in the school day and personnel training. We need to strengthen our students' skills in reading and writing from their first entry into our school, to ensure that they can successfully navigate the many required exit exams mandated by the state. Because communication is as much about what we produce as it is about what we absorb, students' skills in reading and writing must be given top priority throughout their tenure in our building.

As stated earlier, our teachers will continue to look at curriculum and revise where necessary in order to align it with the ESL standards and the instruction required for achieving mastery in English at the commencement level. This will include varying instructional practice, introducing students to varied texts, providing opportunities for students to use the four modalities in all their classes, which requires that teachers are trained in ways to incorporate such into their instruction across the curriculum. Teachers will be encouraged to continue to work together – ELA, NLA, ESL and content area teachers – to discuss students with difficulties whom they share and, through case conferencing, find meaningful ways to help the se students succeed. We adhere to both in-house and out professional development in order to better serve our staff and students. We will aim to have all of our content area teachers pursue and acquire their bilingual extensions. Our ELL team meeting is just another measure of our progress in our school's communication. On a final note, with the collaborative efforts of our ESL Assistant Principal and our ESL Coordinator, this will only enhance our success with the ELLs.

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

MCSM is a screened school and we have a formula by which we accept students into our school. As soon as school begins and we get the NYSESLAT results we know whether the student is a beginner, intermediate or advanced student. Presently, we have noticed that the majority of our students are advanced throughout the 4 grades. Out of the 46 ELLs, there are no beginners throughout the grades. As for the modalities, the majority of our students are proficient in listening and speaking and the majority of our students need help in reading and writing; and this allows our teachers to differentiate instruction. In the TBE and ESL program, the results are further analyzed and used to drive instruction. For grades 10 through 12, where we do not have a TBE, teachers are given the data and they use it to drive instruction. Our TBE and ESL program allows the teachers to have common planning and meeting times for the data inquiry of these results, but it

Additional Information

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E. Parental Involvement

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

Most parents seem to choose either the Transitional Bilingual Program or the Freestanding ESL program. Many parents feel that there is an urgent need for their children to merge into the monolingual mainstream. Hence, some feel that a smooth transition into English is beneficial while others feel that total immersion is better. We rarely have parents request a Dual Language Program. We try our best to give the parents and students their requests if we have when the resources available. The new ESL coordinator and the Parent Corrdinator

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Parents are also invited to school events by our Parent Coordinator. Phone calls are made home weekly and six progress reports are sent home annually.

All the letters sent out to parents from the school are in English, Spanish, Chinese, and/or any other necessary languages. Additionally, the Parent Coordinator often invites ELL parents with her to multicultural meetings and she posts informative booklets in English and Spanish. The school nurse has staff that speaks Spanish and their health literature is found in both English and Spanish. Two of the school's counselors are bilingual, and they are all equipped to assess new students and direct them to the ESL Coordinator. Our school library also carries novels printed in Spanish.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										6	4	4	6	20
Advanced (A)										3	9	9	5	26
Total	0	0	0	0	0	0	0	0	0	9	13	13	11	46

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										2	6	9	4
	P										1	1		

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	25		16	
Integrated Algebra	65		51	
Geometry	28		16	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	20		7	
Earth Science	30		9	
Living Environment		59		43
Physics				
Global History and Geography	43		27	
US History and Government	17		11	
Foreign Language		48		47
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

MCSM is a screened school and we have a formula by which we accept students into our school. As soon as school begins and we get the NYSESLAT results we know whether the student is a beginner, intermediate or advanced student. Presently, we have noticed that the majority of our students are advanced throughout the 4 grades. Out of the 46 ELLs, there are no beginners throughout the grades. As for the modalities, the majority of our students are proficient in listening and speaking and the majority of our students need help in reading and writing; and this allows our teachers to differentiate instruction. In the TBE and ESL program, the results are further analyzed and used to drive instruction. For grades 10 through 12, where we do not have a TBE, teachers are given the data and they use it to drive instruction. Our TBE and ESL program allows the teachers to have common planning and meeting times for the data inquiry of these results, but it

Additional Information

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

Part VI: LAP Assurances

School Name: <u>MCSM</u>		School DBN: <u>435</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jose Jimenez	Principal		
Arleen Milton	Assistant Principal		
Julia Valentin	Parent Coordinator		
Angie Thomas	ESL Teacher		
	Parent		
Yecenia Delarosa	Teacher/Subject Area		
Rosa Chu	Teacher/Subject Area		
	Coach		
	Coach		
Maritza Villegas	Guidance Counselor		
	Network Leader		
Ji Lu	Other <u>ESL Teacher</u>		
Critobal Acosta	Other <u>Teacher/Math</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 4M435 **School Name:** MCSM

Cluster: 532 **Network:** CEI-PEA

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

Part A: Needs Assessment Findings

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

Since the overwhelming majority of our ELL students (75%) are from Spanish speaking environments, each year, the administration has chosen to continue to hire staff who are capable of communicating effectively in Spanish. This year we have over 47% of our staff who are able to communicate in Spanish.

Besides orientation materials provided that have translations in their native languages, parent translators are also available to assist parents in Spanish, the most common language. The DOE translation resources are also in place for consideration. This past year, we used the DOE translator hotline for both Urdu and Swahili.

There are times that the help of students and adults who speak the same language is solicited

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

The school staff has been adept at providing on the spot services to our ELL and LEP families. Whether by communicating in person, on the telephone, or through print, MCSM families have been positive and supported through staff services.

In our parent meetings and through our parent coordinator, students and their families have been served in a positive and proactive manner.

Part B: Strategies and Activities

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

The school staff has been adept at providing on the spot services to our ELL and LEP families. Whether by communicating in person, on the telephone, or through print, MCSM families have been positive and supported through staff services.

In our parent meetings and through our parent coordinator, students and their families have been served in a positive and proactive manner.

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

For data sensitive interpretation such as suspension and guidance conferences, we have staff members with the ability to interpret on-to-one in: Spanish, Italian, French, Chinese (Mandarin and Cantonese), Russian, German, Hebrew, Greek, Japanese and Farsi. This ability is limited, for the languages that follow Chinese, to just a single person for each language. If the fluent staff member in the less common languages is not available, we will utilize the over-the-phone service provided by the Office of Translation Services.

Many of our Guidance Counselors are fluent in Spanish as is the Pupil Personnel Secretary and the School Aide in the Guidance Office, so our largest interpretation-needing population is served for all initial communications without delay. Our attendance office staff is also fluent in Spanish so the majority of outreach in that area is covered from the start.

Our Parent Coordinator provides Spanish-English interpretation at all Parent Association meetings and is usually the first person any parent encounters when visiting our school.

These oral interpretation services will be provided at all vital guidance and parent-teacher meetings during the regular school day .

If we are unable to provide translation services in-house; services will be provided through the DOE Translation and Interpretation unit.

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

Signs are posted at the main entrance and all offices contain a laminated page as provided by the Chancellor's office, indicating that translation is available upon request. This card includes the phone number of the Translation unit for real-time translation of languages where we cannot provide services in house. Incoming OTC students are given a Home Language Assessment survey upon entry to registration.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: MCSM	DBN: 4M435
Cluster Leader: Debra Maldonado	Network Leader: William Colavito
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 46 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

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: Manhattan Center for Science and Mathematics is a college preparatory high school that began as a means of serving the needs of East Harlem community of which it is a part, and that has been fulfilling that mission since it first opened its doors in 1982. Most of the students in our ELL population speak Spanish as their first language; there are, however, some students whose first language is Chinese, Cantonese and Bengali.

Manhattan Center for Science and Math has offered a full ninth grade Bilingual Spanish Transitional Program; however, this year we did not have enough students to run this program; there were only 9 students admitted in the 9th grade Cohort. We are currently running a Freestanding ESL program for all the grades. The ninth grade Bilingual Spanish Transitional Program consists of a Bilingual Living Environment course, Bilingual Global History 1 course and a Bilingual Math (algebra) course. The 9 students are being taught by the teachers that run this program; however, this year there are monolingual students in these classes as well. The nine students are struggling in these classes, however, teachers are offering tutoring sessions before and after school. Teachers are also using resources like Spanish content textbooks, exams in both languages, glossaries and dictionaries to these students. These students also receive one period of NLA services a day (215 min. a week) as well as ESL/English courses depending on their NYSESLAT scores. A student who scores in the Beginner level will receive three periods of ESL a day or 645 minutes a week. The intermediate level will receive 2 periods of ESL a day or 430 minutes a week. The advanced level will receive 1 period of ESL a day or 215 minutes a week, plus 1 period of English instruction a day or 215 minutes a week.

When students move to the 10th grade there is no longer a TBE program, only Freestanding ESL. They continue to receive ESL services according to their NYSESLAT scores and they continue to receive NLA and/or English. By the 11th and 12th grades many of our ELL students have transitioned out of our programs but a few remain in our Freestanding ESL Program. In total we have 4 types of ESL classes: L1s for freshmen; L3s for sophomores, L5s for juniors, and L7s for seniors.

We have 6 teachers that are part of our ESL/Bilingual Team. These teachers participate in after school instruction designed to increase our ELL's English proficiency as well as their performance on standardized exams. They will provide direct instruction for small groups of students who score at the intermediate and advanced levels on the NYSESLAT through before and after-school instruction. The small group instructions will take place three days a week before or after school for one hour sessions beginning Dec 1 thru June 11, 2012. The teachers will provide instruction that supports our ELL students in content area subjects to increase their performance in the NYS Regents examinations. Teachers will also provide instruction that supports their native language and their proficiency in the English language. Students will experience an extensive NYSESLAT workshop to increase their performance in the

Part B: Direct Instruction Supplemental Program Information

NYSESLAT. Some of these activities will be additionally supported through supplemental resources such as workbooks, dictionaries and NYSESLAT leveled workbooks. In addition our Bilingual students will have access to resources translated in Spanish.

There will be an open door policy in Room 323 for any ELL student that needs services Tuesday through Thursday from 2:30 to 4:30 pm. Staff meetings during 0 period, and Parent Workshops will also take place here. Special workshops for our SIFE students will also take place here.

ELL performance is measured by the success of our students in the Regents examinations during the school years in the following subject areas:

- ELA, Science, Mathematics, Global History and United States History Regents

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:

PROFESSIONAL DEVELOPMENTAL PROGRAM : THE TITLE III PROFESSIONAL DEVELOPMENTAL ACTIVITY MUST BE SUSTAINED AND ON-GOING. IT MUST BE OF SUFFICIENT INTENSITY AND DURATION SO AS TO HAVE A LASTING IMPACT ON TEACHER PRACTICE AFTER THE DOLLARS ARE GONE. THE PROFESSIONAL DEVELOPMENTAL ACTIVITY MUST BE IN SUPPORT OF THE TEACHERS/PRACTITIONERS WHO ARE PROVIDING THE TITLE III INSTRUCTIONAL ACTIVITY. IT MAY ALSO INCLUDE A FEW OTHERS FOR THE PURPOSE OF BUILDING CAPACITY.

We have 6 teachers on the team. Teachers will be expected to search the web/internet for professional development workshops specifically for the ELLs and their area of instruction. They can also contact Richard Bellis for PD information on AMAO, LAP, BESIS training through News and PD Opportunities for Educators of ELLs. They will be provided with invitations to attend workshops. They will attend monthly workshops that will further develop their communication skills and advocacy towards ESL and Bilingual education. The teachers that do not have the Bilingual Extensions will be encouraged to pursue them.

Teachers will receive professional development from NYC DOE which provide the skills to scaffold instruction for the ELLs and on social cultural learning theory. In addition, teachers will deepen student understanding through a variety of instructional strategies and grouping configurations that will increase student participation and motivation in school. Teachers will also receive professional development in-house which allow team building and to communicate student's strengths, weaknesses and progress. Student data will be analyzed to improve instruction. Mrs. Yecenia Delarosa will lead the team. In addition, our ELL team meets every Monday for 75 minutes. During this time the teachers develop

Part C: Professional Development

lesson plans together and participate in data inquiry.

Our six teachers will receive training on compliance issues, strategies to help the ELLs improve, and data inquiry that can drive instruction. They will attend monthly workshops and meet weekly during the school days to exchange information. Monthly meeting will be developed by our ELL Coordinator and Assistant Principal of ESL to build on the strengths and weaknesses of our programs and students.

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: The parents of ELL students are currently afforded the same parental involvement opportunities as our non ELL parents. They are contacted regularly and included in all PTA functions. We will continue to hold two meetings per year, one in the Fall and the other during Open School Night during the Spring. In addition we will provide technology workshops on a monthly basis to parents to introduce them to ARIS, Skedula, and to our school’s website. The meetings and workshops will be conducted by our ELL Coordinator, Mrs. Yecenia Delarosa, and teachers of our Bilingual Team. The school’s secretaries will also send out letters- in their appropriate languages- offering other workshops or information on school calendars, events, important test dates, exam preparation, after-school activities, cultural events, college readiness, parenting skills, adult education opportunities, family health care, housing issues, immigration issues and other significant topics.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	ESL Tutoring = \$1651.98 NYSESLAT Tutoring = \$1651.98 Content Tutoring = \$2252.70 Bilingual Tutoring = \$1001.20 In- house PD = \$500.60 DOE workshops = \$350.42 TOTAL: \$7408.88	6 team teachers @ 50.06 148 hours in 25 weeks after school from 2:35 to 3:35 p.m. for 46 students ESL Tutoring 33 hours to develop their 4 skills: Listening, Speaking, Reading and Writing NYSESLAT tutoring 33 hours to practice writing portion for the

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>NYSESLAT</p> <p>Content Area Tutoring for Regents Preparation 45 hours for Living Environment, Global History and Algebra tutoring</p> <p>Bilingual Peer Tutoring for all grades 20 hours- all ELLs encouraged to come to room 323 for any tutoring</p> <p>In-house Professional Development before or after school for 10 hours.</p> <p>Department of Education Workshops on compliance 7 hours</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
<p>Educational Software (Object Code 199)</p>	<p>TOTAL : \$2839.98</p>	<p>Used towards the purchase of 360 PD Software</p>
<p>Travel</p>	<p>?????</p>	
<p>Other</p>	<p>Parent Workshops \$250.30 Orientation Workshops \$250.30 Technology Workshops \$450.54 TOTAL: \$951.14</p>	<p>1 ESL Coordinator and team teachers @ 50.06 -19 hours in 6 months within 6 days on Thursday mornings and/or Wednesdays after school from 2:35 to 3:35 and/or Saturdays from 12:00 to 2:00 p.m. for (see below) 6</p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		teachers and 46 parents Parent Workshops- Learning English and Understanding High School Information 5 hours Orientation Workshops - Learning about our Program and Enrichment Home Activities 5 hours Technology Workshops – ARIS and Skedula training 9 hours
TOTAL	11200	11200