



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
Comprehensive Educational Plan
(CEP)**

School Name : **Manhattan Comprehensive Night and Day High School**

DBN: **02M575**

Principal: **Michael Toise**
michael.toise@mcndhs.com

Email:

Superintendent: **Tamika S. Matheson**

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.

Directions and Guidance for Completing the Annual G

Name	Position and Constituent Group Represented	Signature
Michael Toise	*Principal or Designee	Signature on File
Raquel Hernandez	*UFT Chapter Chairperson or Designee	Signature on File
Celandia Espinal	*PA/PTA President or Designated Co-President	Signature on File
Windsor Tastaca	DC 37 Representative	Signature on File
Johnny D Derogene	Student Representative	Signature on File
Sibin Wang	Student Representative	Signature on File
John Mancuso	CBO Representative	Signature on File
Brad Arter	Member/Teacher	Signature on File
Magaly Lucas	Member/Teacher	Signature on File

Louis Small	Member/Teacher	Signature on File
Sara Yard	Member/PTA Vice President	Signature on File
Ruth Phillips	Member/PTA Secretary	Signature on File
Decima Jackson	Member/PTA Treasurer	Signature on File
Miguel Delisa	Member/PTA	Signature on File

Goals and Action Plan Section

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

which schools need to complete this?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

how do CEP goals relate to goals set for the principal performance review (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

how should a school develop its goals and action plans?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

Annual Goal #1 and Action Plan

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Accountability in Secondary-Level English Language Arts. By June 2012, Limited English Proficient students (LEPs) will demonstrate progress towards achieving state standards as measured by meeting the state AYP progress target for 2011-12..

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that the most significant student sub-group which did not meet state standards were the ELLs. In addition, this sub-group also had a very high correlation with the vast majority of Black or African American and Economically Disadvantaged students who did not meet state standards. It is clear that making progress with this sub-group, ELLs, should be the priority for this school year.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Include descriptions of the following in your response:

- a. strategies/activities that encompass the needs of identified student subgroups,
- b. staff and other resources used to implement these strategies/activities,
- c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d. timeline for implementation.

Activity #1

- Professional Development: PD will be given on the following topics:
 - Using DYO data to monitor and revise curriculum;
 - Integrating CCLS rubrics with the language of the standards to provide specific feedback to students regarding their work;
 - Use of student data to plan and set goals student specific learning goals;
 - Developing capacity to utilize web-based student data tracking software (Skedula) to support the setting of student-specific learning goals
- Target Population(s): All content area and ESL teachers working with LEP students.
- Responsible Staff Members: Principal, Assistant Principals, Coaches (NYU Metro-Center for Urban Education)
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Development of DYO Assessments in ELA:
 - Revise/refine DYO Assessments in ELA
 - to integrate CCLS standards
 - in light of ongoing analysis of student work
 - based on psychometric analysis of test performance
- Target Population(s): Teams of ESL and ELA teachers working with ELLs
- Responsible Staff Members: Principal, Assistant Principal of ESL/ELA, Data Specialist
- Implementation Timeline: September through May 2012.

Steps for Including teachers in the decision-making process

- Through the implementation of Instructional Rounds staff members will identify best practices, areas of growth and set benchmarks for improvement
- Teachers will meet by departments and inquiry teams to review student data gathered from periodic assessments.
- Staff determined that a 5% increase in student performance in January 2012 over the August 2011 ELA Regents would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: September 2011, December 2011, February 2012 and May 2012

Strategies to increase parental

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be

implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Title I ESL classes for parents will be offered 2x's/week in the fall and spring semester
- Title III Parental Outreach and Orientation meetings will be held at the school will to inform parents about the ESL curriculum and graduation requirements each semester.
- Parent Coordinator will host college financial aid workshops
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parent Coordinator will lead an outreach effort to increase parent representation on the School Leadership Team.
- Teachers will be encouraged to call parents to share with them both positive areas of performance and areas of concern.
- A dedicated staff member will be assigned to assist parents in using ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The School Business Manager and Payroll Secretary will work closely with the network HR point to ensure that all positions are filled by HQ teachers.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The school has established a CBO that focuses on content area tutoring and English language acquisition
- All ELLs will be targeted to participate in internships or CTE classes in partnership with COOP Tech
- 21st Century Funds will be used to support Regents level tutoring and extracurricular activities to engage ELLs.

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds, Title III, 21st Century Funds and ARRA Citywide Instructional Expectation funds were used to implement this action plan to target LEP students and at-risk ELLs from September 2011 - June 2012 as indicated below:

- Supervisor per session (1 days per week) - TL FSF
- Professional instructional materials to support curriculum development during the regular school day - TL FSF
- Teacher per session (18 hours per week) for after school programs - 21st Century
- Teacher per session (6 hours per week) for Title I Parent ESL classes - Title I 1% Parent Involvement, Title III
- Teacher per session (hours various) for after school professional development - TL DY0 Assessment, ARRA RTTT Citywide Instructional Expectation, Title I Data Specialist
- Consumable instructional materials for use during extended day programs. - TL FSF
- Consumable supplies for Parent Coordinator to use during parental outreach, workshops and other meetings - TL Parent Coordinator OTPS HS

Annual Goal #2 and Action Plan

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- **Graduation Rate**. By June 2012, Limited English Proficient students (LEPs) will demonstrate progress towards achieving state standards as measured by meeting the state AYP progress target for graduation rate for 2011-12.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- After conducting a three-year trend analysis of student performance data on state graduation rates, it was determined that the largest student sub-group which did not meet state standards were the LEP students. In addition, this sub-group has a high correlation with that of Black or African American and Hispanic or Latino sub-groups which did not meet state standards for graduation rate. It is clear that making progress with this sub-group, ELLs, should be the priority for this school year.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. strategies/activities that encompass the needs of identified student subgroups,
- b. staff and other resources used to implement these strategies/activities,
- c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d. timeline for implementation.

Activity #1

- Development of systems and procedures to allow students to track their own progress toward graduation.
 - Development of online graduation worksheet shared between guidance counselors, grade advisors, assistant principals, teachers and students to track progress toward graduation

- Implementation of web-based software to allow students real-time access to their transcripts and in class performance
- Target Population(s): All ELL students
- Responsible Staff Members: Principal, Assistant Principals, guidance counselors, grade advisors and teachers
- Implementation Timeline: September 2011 through June 2012

Activity #2

- Develop and implement strategies to increase student engagement/attendance
 - Utilize non-traditional strategies and multiple access points to allow ELLs to access the curriculum through integrating the arts (Young Audiences of New York) and implementing rigorous project-based learning
 - Provide staff training focused on youth development which offers multiple strategies for teachers to engage (and not enrage) students
 - Offer a variety of 21st Century Clubs and paid internships which speak to a wide variety of student interest
- Target Population(s): All ELL students
- Responsible Staff Members: Principal, Assistant Principals, guidance counselors, grade advisors and teachers
- Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process

- Guidance department and attendance teams will met to develop attendance and youth development strategies.
- Staff determined that a 2% increase in monthly student attendance by January 2012 over the previous year would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy.
- Through the implementation of Instructional Rounds staff members will identify best practices, areas of growth and set benchmarks for improvement on an ongoing basis.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Title I ESL classes for parents will be offered 2x's/week in the fall and spring semester
- Title III Parental Outreach and Orientation meetings will be held at the school will to inform parents about the ESL curriculum and graduation requirements each semester.

- Parent Coordinator will host college financial aid workshops
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parent Coordinator will lead an outreach effort to increase parent representation on the School Leadership Team.
- Teachers will be encouraged to call parents to share with them both positive areas of performance and areas of concern.
- A dedicated staff member will be assigned to assist parents in using ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The School Business Manager and Payroll Secretary will work closely with the network HR point to ensure that all positions are filled by HQ teachers.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The school has established a CBO that focuses on content area tutoring and English language acquisition
- All ELLs will be targeted to participate in internships or CTE classes in partnership with COOP Tech
- 21st Century Funds will be used to support Regents level tutoring and extracurricular activities to engage ELLs.

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds and 21st Century Funds were used to implement this action plan to target all ELLs from September 2011 - June 2012 as indicated below:

- Professional instructional materials to support after school programs - 21st Century
- Teacher per session (18 hours per week) for after school programs - 21st Century
- Teacher per session (hours various) for after school professional development - ARRA RTTT Citywide

Instructional Expectation, TL FSF Data Specialist

- Contract approved vendor (Young Audience of New York) to implement project-based learning - TL FSF

Annual Goal #3 and Action Plan

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- **Rigorous Tasks.** In the 2011-12 school year we will more closely align our ELA and Math curriculum with the Common Core Learning Standards. All Regents level ESL and math courses will include a Depth of Knowledge (DoK) level 4 task in which students will engage in synthesis and analysis of complex ideas or themes. ESL/ELA and Content departments will work in tandem to further align curriculum maps with CCLS so that each course will contain at least one long term project (3 -5 weeks) whose complexity is aligned to the CCLS in the spring semester and is based upon student needs as determined by an analysis of their work. These projects will range from one to three weeks and adhere to Webb's DOK Level 4 Extended Thinking: An investigation or application to real world; requires time to research, think, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources. ELA and Math course curriculum and course maps will include at least one by rigorous task to be implemented in the spring semester of 2012. In addition, a register of student projects will ensure that all students enrolled in a math and ELA courses have been engaged in 1 literacy and 1 math project by June 2012.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- After conducting an analysis of student performance data on College Readiness Index (13.8%) from the city Progress Report 2010-11, it was determined that many students were graduating not fully prepared for post-secondary challenges of the 21st century. It is clear that making progress on this metric should be a priority for this school year.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. strategies/activities that encompass the needs of identified student subgroups,

- b. staff and other resources used to implement these strategies/activities,
- c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d. timeline for implementation.

Activity #1

- Staff Development of around designing and integrating rigorous tasks into the curriculum
 - Professional development designed increase understanding and familiarity with CCLS.
 - Chancellor's Conference Day devoted to developing rigorous tasks aligned with the CCLS.
 - Monthly departmental will provide the opportunity for ongoing development of tasks aligned with the CCLS based upon an analysis of student work.
 - Weekly inquiry team meetings will provide further opportunity for teams of teachers to analyze student work and develop, implement and monitor the implementation of tasks aligned to the CCLS.
- Target Population(s): All administration and faculty
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process

- Through the implementation of Instructional Rounds staff members will clarify their understanding of task rigor.
- Teachers will meet by departments and inquiry teams to review student work which will inform the development of rigorous tasks.
- Staff determined that completion of one (1) rigorous task/project for the implementation in the spring semester would be the benchmark.
- Staff determined implementation of the tasks in the spring of 2012 would be a reasonable goal.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Through the School Leadership Team parents will be informed of the implementation of **rigorous tasks**
 - Title III Parental Outreach and Orientation meetings will be used for further outreach to inform parents of the nature and goals of implementation of **rigorous tasks**
 - Title I ESL classes for parents will be offered 2x's/week in the fall and spring semester

- Parent Coordinator will host college financial aid workshops
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information about rigorous tasks and respond to parent questions and inquiries.
- Parent Coordinator will lead an outreach effort to increase parent representation on the School Leadership Team.
- Teachers will be encouraged to call parents to share with them both positive areas of performance and areas of concern.
- A dedicated staff member will be assigned to assist parents in using ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The School Business Manager and Payroll Secretary will work closely with the network HR point to ensure that all positions are filled by HQ teachers.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The school has established a CBO that focuses on content area tutoring and English language acquisition
- All ELLs will be targeted to participate in internships or CTE classes in partnership with COOP Tech
- 21st Century Funds will be used to support Regents level tutoring and extracurricular activities to engage ELLs.

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds and ARRA Citywide Instructional Expectation funds were used to implement this action plan from September 2011 - June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day - TL FSF

- Teacher per session (hours various) for after school professional development - ARRA RTTT Citywide Instructional Expectation, TL FSF Data Specialist, Title I 10% Professional Development

Annual Goal #4 and Action Plan

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- **Instructional Rounds.** In order to further develop distributed leadership structures and more effectively utilize observations of classroom teaching to guide professional development we will implement a process of instructional rounds based on the work of Richard Elmore

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- After analyzing the results of our end-of-year faculty survey it was determined that teachers wanted a larger leadership role in determining the focus of professional development. It is clear that making progress on this metric should be a priority for this school year.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. strategies/activities that encompass the needs of identified student subgroups,
- b. staff and other resources used to implement these strategies/activities,
- c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d. timeline for implementation.

Activity #1

- Instructional Rounds. In order to further develop distributed leadership structures and more effectively utilize observations of classroom teaching to guide professional development we will implement a process of instructional rounds based on the work of Richard Elmore.
 - Spring 2011 principal will attend training on implementing instructional rounds at the Harvard School of Education.
 - During September the principal will turnkey his training and prepare two teams to conduct

instructional rounds.

- October – December two teams will conduct monthly instructional rounds
 - January – Staff Development recommendations from both teams will be incorporated into the Chancellor's Conference Day in February. Feedback survey from teachers
 - February – Professional Development based on recommendations of instructional rounds teams
 - March – May both teams will continue conducting monthly instructional rounds
 - June - Staff Development recommendations from both teams will be incorporated into the Chancellor's Conference Day in February
- Target Population(s): All faculty
 - Responsible Staff Members: Principal and Assistant Principals
 - Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Through the School Leadership Team parents will be informed of the implementation of instructional rounds.
- Title III Parental Outreach and Orientation meetings will be used for further outreach to inform parents of the nature and goals of implementation of instructional rounds.
- Title I ESL classes for parents will be offered 2x's/week in the fall and spring semester
- Parent Coordinator will host college financial aid workshops
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information about rigorous tasks and respond to parent questions and inquiries.
- Parent Coordinator will lead an outreach effort to increase parent representation on the School Leadership Team.
- Teachers will be encouraged to call parents to share with them both positive areas of performance and areas of concern.
- A dedicated staff member will be assigned to assist parents in using ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.

- The School Business Manager and Payroll Secretary will work closely with the network HR point to ensure that all positions are filled by HQ teachers.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *The school has established a CBO that focuses on content area tutoring and English language acquisition*
- *All ELLs will be targeted to participate in internships or CTE classes in partnership with COOP Tech*
- *21st Century Funds will be used to support Regents level tutoring and extracurricular activities to engage ELLs.*

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds and ARRA Citywide Instructional Expectation funds were used to implement this action from September 2011 - June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day - TL FSF
- Teacher per session (hours various) for after school professional development - TL FSF, TL FSF Data Specialist, Title I 10% Professional Development
- Travel reimbursement for principal training at the Harvard School of Education - TL FSF

Annual Goal #5 and Action Plan

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #5</p> <ul style="list-style-type: none">• Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:<ol style="list-style-type: none">a. strategies/activities that encompass the needs of identified student subgroups,b. staff and other resources used to implement these strategies/activities,c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,d. timeline for implementation.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
<p>Service and program coordination</p> <ul style="list-style-type: none">• Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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 Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- 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
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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								
10	43	119	123	19	241	1	127	8
11	32	76	120	18	189	5	132	5
12	12	36	45	2	76	4	98	12

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	Double-period ELA classes Monday-Thursday for mainstream new admits who have low literacy levels based upon diagnostic tests. Supplementary Sunday ESL instruction is mandated in addition to required ESL instructional for all ELLs. Extended 3-hour supplemental Regents review classes offered on Fridays to prepare all students for the state Regents exam. Individualized tutoring offered on a daily basis. Peer tutoring available before and after school Monday-Thursday.
Mathematics	Remedial Course for mainstream new admits who have low numeracy levels based upon diagnostic tests. Drop-in tutorials in Math are held in a designated classroom, math teachers as well as volunteers tutors provided by the Student Life Center make themselves available to any at-risk students after school. Peer tutorial program in Math is held daily from 3:13 p.m. to 4:54 p.m.
Science	Drop-in tutors are available in Science classes provided by the Student Life Center make themselves available to any at-risk students in class. These tutors are also available on Fridays for supplemental Regents review classes to prepare students for the state Regents exam. Individualized and peer tutoring offered on a daily basis.
Social Studies	Supplemental tutoring is available on Fridays for supplemental Regents review classes to prepare students for the state Regents exam.

	Individualized and peer tutoring offered on a daily basis to all at-risk students.
At-risk Services provided by the Guidance Counselor	Guidance Counselors conduct small group counseling with at-risk students; conduct small group counseling with parents, coordinate support services and crisis intervention with Student Life Center, establish group guidance sessions on the New Standards with parents and tutors create career exploration programs conduct parent-teachers conferences.
At-risk Services provided by the School Psychologist	School psychologist meets on a one-to-one basis with at-risk students as needed.
At-risk Services provided by the Social Worker	Our School Social Worker is the link between at-risk students, their homes, school and community. In order to increase at-risk students' academic success, the social worker assesses students' needs through on going meetings, collaborations and outreach with various community agencies. The social worker also provides one on one counseling with our at-risk students. She makes referrals to outside agencies (day-care centers, shelters, psychological counseling in addition to GED and other alternative educational programs in order to provide/enlist appropriate interventions to assist students based on their individual needs.
At-risk Health-related Services	CDI continues to sponsor the visit of a Health Van containing a primary care clinic, sponsored by the community Healthcare Network. It visits the school weekly providing examinations, referral, immunizations and screenings, and prevention strategies for pregnancy and sexually transmitted diseases. [Discontinued due to budget cuts October 2011. CDI continues to make outside health related referrals. We are looking for alternative health services for our students.]

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Parent Involvement Policy (PIP)

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

LIST OF PROJECTED SCHOOL YEAR ACTIVITIES FOR PARENTS

ACTIVITY	PROJECTED DATE
Parental Notification for Students in Doubt of Graduation	November: potential graduates in January March – April: potential graduates in June
Ramadan Begins	August 1, 2011
College and Career Fair	October 27, 2011
Open School Night/Day	November 7, 2011

Student Government Elections (Day)	Novemeber 7, 2011
Student Government Elections (Night)	November 15, 2011
Latino Heritage Celebration	November 23, 2011
Academic Awards Ceremony	November 23, 2011
International Thanksgiving Dinner	November 23, 2011
RCTS/Regents	January 24-27, 2012
Black History Month Recognition	February 9, 2012
Graduation Ceremonies	February 9, 2012
Chinese New Year Celebration	February 15, 2012
International Women's Day	March 8, 2012
Open School Night/Day	April 19, 2012
Washington Trip	April 21, 2012
Academic Awards Ceremony	April 20, 2012
Science Fair	April 20, 2012
College and Career Fair	May 19, 2012

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.

1. 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;

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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;

1. 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;

1. **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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02m575

School Name: Manhattan Comprehensive Night and Day High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

HS ELA

HS ELA: All Asian Black Hisp LEP ED

HS Grad

HS Grad: All

MCNDHS was identified as in need of improvement for the two areas listed above. The specific academic issues that caused the school to be identified as in need of improvement are directly related to the demographics of the student population that MCNDHS has served for the past 23 years. MCNDHS serves overage and under-credited newly arrived immigrant students all over the age of 17 as well as disengaged high school age youth returning to school. For many of these overage students MCNDHS is very often the first school these students have attended in the U.S.A. There is a very high correlation of all ethnic groups (Asian, Black, and Hispanic) with our LEP population. The acquisition of English for the state ELA assessment is a major academic challenge for this population given the fact that there is not an alternative language arts assessment that students can take in their native language. The lengthy process of acquiring the academic English language skills needed to pass the ELA Regents exam accounts for the school's identification with regard to graduation rate as well. The school did not undergo an SQR, ESCA or JIT during the 2010-11 school year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will continue to improve upon its already very successful ESL program and support students' performance on the ELA Regents and graduation rate by:

1. Increasing the interdisciplinary coordination of all academic departments to ensure multiple supports for language acquisition.
2. Provide for targeted tutoring for all ELL students transitioning into Regents level academic classes.
3. Continued focus of our inquiry team work on student performance as it relates to our curriculum and student work.
4. Heighten student engagement and enrich the learning environment by incorporating resident artists provided by Young Audiences of New York.
5. Continue our Title 1 10% professional development targeted to increasing teacher effectiveness through understanding and applying the Danielson's rubric with the assistance of Dr. Rosa Leon. (See below)

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Our Title 1 10% for professional development has been used to engage the services of Dr. Rosa Leon from the NYU's Metropolitan Center for Urban Education under the direction of Dr. Pedro Noguera, a renowned expert on working with Black and Latino youth. Working with the academic subject area assistant principals and the principal Dr. Leon as devised an extensive program of peer observations based on Danielson's rubric for teacher effectiveness providing individualized feedback to all participants. She has conducted workshops on understanding the rubric and works with staff members in developing a deeper understanding of teacher effectiveness as it applies to their practice. She has brought her years of ESL experience into the process supporting our faculty in a key area in which we have been identified as in need of improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The school will continue its hiring practice of only hiring highly qualified teachers who demonstrate a willingness to improve professionally and work collaboratively as part of MCNDHS will follow the NYC DoE guidelines and provide high quality mentoring for all new teachers including two hours per week of direct mentoring with teachers who have been identified as highly effective. They will also be engaged in our inquiry team work and receive extensive departmental support.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

After a review of the ATS data we determined that a major need for written translation services existed within the school for Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic. We plan to provide written translations of letter to all parents in English and Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic, as appropriate, informing parents of our NCLB accountability status. Providing such services will lead to increased parent involvement by facilitating communication with both teachers and guidance counselors. We also plan to translate other key documents for outreach, such as a parent handbook and recruitment flyers, as the need arises throughout the year.

**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 Gilliam Smith	District 02	Borough Manhattan	School Number 575
School Name Manhattan Comprehensive Night and Day HS			

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

Principal Michael Toise	Assistant Principal Judith Horvay
Coach N/A	Coach N/A
ESL Teacher Elizabeth Erraji /ESL	Guidance Counselor David Robinson
Teacher/Subject Area Raquel Hernandez / SS	Parent Sara Yard
Teacher/Subject Area Joanna Wegeilnik /ESL	Parent Coordinator Miriam Casillas
Related Service Provider Louis Small	Other N/A
Network Leader Gilliam Smith	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	11	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	0
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	832	Total Number of ELLs	599	ELLs as share of total student population (%)	72.00%
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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. 

1. During our intake testing days, all ELL students and their accompanying parents watch the DOE Orientation DVD for Parents of Newly Enrolled English Language Learners in their native languages where they are informed of the three types of programs available for ELLs. They are assisted by licensed native language school employees, ESL teachers, should they have any questions about the programs. After their questions are answered they fill out the Parent Survey and Program Selection Form. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement. The initial screening, LAB-R and the HLIS survey are given by the following ESL licensed pedagogues: Harro Von Maknassy, Dennis Robinson, Lauren Sergeant, Wei Chen, Elizabeth Erraji. Mr. Robinson, Ms. Erraji and Ms. Sergeant are speaker of Spanish. Mr. Chen is a speaker of Mandarin and Fujianese. They are assisted by licensed ESL teacher, Laura Fleder who is a biligual French speaker.

On the same day of student registration, the LAB-R is given after students register. In addition, Spanish speakers are given the LAB-R in Spansh on the same day. Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing exams and annual progress is determined through the NYSESLAT and our newly created DYO periodic assessment. The periodic assessment serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of six levels of ESL.

Our school runs a Sunday through Thrusday schedule. We select a Sunday that falls within the testing period to conduct the oral section of the NYSESLAT to entire ELLs. The following Monday - Wednesday, the other three sections are conducted in the ESL homeroom classes. The following licensed ESL/ELA pedagogues administer the NYSESLAT:

Chen, wei
Duarte, cristina
Erraji, elizabeth
Fleder, laura
Hernandez, raquel
Hillam, karen
Loo, david
Padua, Paul
Pesce, lisa
Ross, Joe
Sergeant, lauren
Toms, frederick
Verbin, anatoliy

Von maknassy, harro
Wegielnik, joanna

We use RESL (ATS) to identify students required to take the NYSESLAT. We use RLAT (ATS) report to get the raw scores. The results of our NYSESLAT and LAB R exams from RNMR (ATS) for the past three years have consistently shown that majority of our students' scores tend to fall in the intermediate bracket, equally in the areas of listening/speaking and reading/writing. We therefore concentrate equally on all four areas in our curriculum.

2. During our intake testing days, all ELL students and their accompanying parents watch the DOE Orientation DVD for Parents of Newly Enrolled English Language Learners in their native languages where they are informed of the three types of programs available for ELLs. They are assisted by native language school employees should they have any questions about the programs. After their questions are answered they fill out the Parent Survey and Program Selection Form. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement. The initial screening, LAB-R and the HLIS survey are given by the following ESL licensed pedagogues: Harro Von Maknassy, Dennis Robinson, Lauren Sergeant, Wei Chen, Elizabeth Erraji. Mr. Robinson, Ms. Erraji and Ms. Sergeant are speaker of Spanish. Mr. Chen is a speaker of Mandarin and Fujianese. They are assisted by licensed ESL teacher, Laura Fleder who is a biligual French speaker.

Letters to parents are sent annually to inform parent who have previously chosen a TBE/DL program when the program becomes available.

3. During our intake process, after watching the DOE Orientation DVD for parents of Newly Enrolled English Language Learners in their native languages, parents receive entitlement letters, Parent Survey and Program Selection forms. The signed documentation is returned during the registration process. All entitlement letter records are kept in students' files, as well as digitally archived.

4. During our intake testing days, all ELL students are tested in both reading and writing, orally interviewed by licensed ESL teachers and DOE employees in both English and their native languages. Parents are included in the interviews. At this time, parents and students are assisted by native language school employees should they have any questions about the programs. After their questions are answered they fill out the Parent Survey and Program Selection Form. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement. Placement letters are distributed to parents after the initial placement, signed letters are kept in students' files, as well as digitally archived. Continued entitlement letters are sent annually to parents.

5. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. As our students are over aged and under credited ELLs, the vast majority selected free standing ESL. Fewer than 25 out of 600 selected a bilingual program. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement.

6. The program model at our school is aligned with parent requests. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement.

Part III: ELL Demographics

A. ELL Programs

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

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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											362	199	38	599
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	362	199	38	599

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	599	Newcomers (ELLs receiving service 0-3 years)	570
SIFE	95	ELLs receiving service 4-6 years	15
		Special Education	1
		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	570	91		15	4		14	0		599
Total	570	91	0	15	4	0	14	0	0	599

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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											69	62	12	143
Chinese											149	58	8	215
Russian											1	1		2
Bengali											13	7	2	22
Urdu											2	3	1	6
Arabic											7	5	2	14
Haitian											15	10	3	28
French											36	29	2	67
Korean												2		2
Punjabi												1		1
Polish											5	1	1	7
Albanian											1		1	2
Other											64	20	6	90
TOTAL	0	362	199	38	599									

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?

We have a free-standing ESL program in which students receive all instruction in English, with the addition of native language arts instruction in Chinese and in Spanish. The number of ESL instruction units meet and exceed the NYS CR part 154 stipulations, to wit:

Beginner	576 minutes of ESL instruction per week (mandated: 540 minutes)
Intermediate	584 minutes of ESL instruction per week (mandated: 360 minutes)
Advanced	192 minutes of ESL instruction per week (mandated: 180 minutes)

A special feature of our program is the provision of supplemental ESL instruction which has become the centerpiece of our weekend academies: Sunday Program. Each beginner and intermediate ELL is programmed to a minimum of 6 hours, maximum of 12 hours per week of supplemental ESL instruction.

We have six levels of ESL

ESL 1	Low Beginner
ESL 2	High Beginner
ESL 3	Low Intermediate
ESL 4	High Intermediate
ESL 5	Advanced
ESL 6	Transitional

Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing and reading comprehension exams and annual progress is determined through the NYSESLAT and our in house DYO periodic assessment. The periodic assessment serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of six levels of ESL.

The majority of our ELLs are newcomers, less than 3 years in US schools. These students have trended for the last three years to be placed in levels 1 and 2 ESL as the result of DYO periodic assessment. Our newcomer students benefit particularly from our skills-based curriculum and materials targeted for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our newcomers ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as newcomers. Our 11 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom.

Our 15 students who have been identified as receiving 4-6 years have trended to be placed in levels 3-6 ESL as the result of DYO periodic

A. Programming and Scheduling Information

assessment. These students receive tutoring provided by our CBO, Comprehensive Development Inc. In addition, all our 4-6 year ELLs attend our Sunday intensive program, which provides an additional 6 hours of supplemental instruction per week.

Our 14 students who have been identified as receiving more than 6 years still struggle in their content area classes, especially with reading comprehension and writing skills. Our program provides them with the necessary services to be college and career ready, especially in our drive towards implementing the CCSS. All SIFE and long-term ELLs are offered extensive one-on-one tutoring. As with our SIFE students these students are benefitted by our skills based curriculum and targeted materials for the level of ability. Content area teachers have regular meetings and work closely with our 11 ESL teachers to strategize on best practices in serving the ELL population in the content area. Some of the strategies they use with these students are: a spiraled curriculum which supports students from ESL level to level, adapted texts, lesson planning which differentiates both process, product and assessment, distinguishing between academic and content area vocabulary, and decoding in reading.

The results of our NYSESLAT and LAB R exams for the past three years have consistently shown that majority of our students' scores tend to fall in the intermediate bracket, equally in the areas of listening/speaking and reading/writing. We therefore concentrate equally on all four areas in our curriculum.

We have a uniform set of skills and materials for each level of proficiency. Each level's curriculum is designed to meet the degrees of listening, speaking, reading, and writing competencies articulated in "Description of Proficiency Levels," The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language. Albany, NY: The University of the State of New York, State Education Department, Office of Bilingual Education, 2004, pp. 3-12.

In addition, we have designated ESL 5 as our Regents Prep course. Students at this level are provided a 6th day of supplemental instruction in our weekend academies to help them prepare for the ELA Regents. Students who pass the exams with a 65 or better are promoted to Level 6, which is an ELA credited course (192 minutes of ELA instruction per week). Those who pass with a 75 or better are programmed to an AP in English course.

ELLs who have reached proficiency on the NYSESLAT are continued ELL accommodations on all Regents Exams for two years.

Our instructional strategies for ESL focus on the achievement of communicative competence (speaking, listening, reading, and writing), vocabulary building, and phonetics. We utilize research-based methods such as Krashen's Language Plus 2, techniques based upon Cummins' BICS/CALP categories, the Natural Approach, Total Physical Response, Communicative Approach, Notional Functional Approach, Cognitive Approach, Music, and Poetry, even the Grammar-Translation and Audio-Lingual approaches. We are currently developing thematic units encompassing our current curriculum's skills and materials based on Wiggins & McTighe's Understanding by Design and using the CCSS as our framework.

In addition:

Our ELA/ESL programs emphasize those aspects of the SED Learning Standards that focus on the improvement of literacy. Specifically, we have aligned our curriculum to meet the Standards for reading, writing, speaking/listening/viewing, conventions/ grammar and usage, literature, public documents, and functional documents. For example, we have created a Reading/Writing Course (Understanding Rhetoric). This is a double-period initial course for students who have been identified at admission to have low literacy levels, based upon placement exam results, transcript history, and in-person interview. This course has been designed to help the needs of both former ELL's and mainstream students with lower levels of literacy. Identified students are placed in this course regardless of the number of ELA credits they have previously earned. The course focuses on decoding/metacognitive techniques in reading and on grammar skills/rhetorical devices in writing. Teachers of these courses have undergone training in the National Center on Education and the Economy's "Ramp-Up to Advanced Literacy" Program as well as the Wilson Reading Program. These students will be taught reading strategies on how to approach multiple-choice questions, which comprise a major component of ELA and Social Studies Regents. In addition the ELA department intends to implement in this course reading and writing strategies that will focus on: (a) identifying, practicing and internalizing reading comprehension strategies through direct instruction, independent reading, modeling, conferencing, and classroom conversation; (b) developing and organizing written non-fiction and literary responses that evidence sound understanding, interpretation, meaning, and language use through direct instruction, modeling, cooperative activities, independent practice, and conferencing. While this course is designed primarily to provide pre-regents preparation for mainstream and ELL students by building reading and writing

A. Programming and Scheduling Information

foundations to facilitate students' successful transitions to ELA Regents preparation courses, its design serves other students' needs as well. It provides basic reading and writing fundamentals to help prepare students for other content areas as well strategies and skills with which to tackle the challenges of college curriculums.

The majority of our ELLs fall into three language groups, Mandarin Chinese, Spanish, and French. We offer native language arts classes and clubs in all three and have had consistently excellent results in the Regents and LOTE exams in those languages and others.

The inception of a 5th summer cycle in our school calendar will enable us to provide additional instructional hours for ELLs to get their language learning up to speed; provide us more time to prepare Regents bound students; create remedial and ELA Regents review courses for students who failed the exams in previous attempts; and enrich our curriculum with the addition of new elective courses.

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods during both day and night classes. Included in this group of math tutors are individuals who speak Chinese, Spanish, and French. Peer math tutoring outside of regularly scheduled math classes is available for ELL students during period 10 and 11 in the Cafeteria from 3:52 – 5:31 pm. The peer tutors are ELL students who have successfully completed the math course for which they provide tutoring, and have been recommended by their math teacher. Another form of math intervention available to ELL students outside of regularly

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)	Dual Language	Freestanding ESL
100% math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June.			
75%			
50%			
25% A variety of strategies have been implemented to			
100% science class periods during both day and night classes. Both of these in-class tutors have extensive backgrounds in science. One of these in-class science tutors focuses specifically on Regents Living Environment classes, our highest volume Regents science class, and the other one provides intervention in both Regents C			
75%			
50%			
25% regularly scheduled science classes is available for			
100% course for which they provide tutoring, and have been recommended by their science teacher. At least one of the in-class tutors is also consistently present and available for intervention during both science peer tutoring periods. Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both			
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.

January and June.

Because most of our ELL's come to us over 17 years of age, they are still in need of extension of services in order to pass the ELA Regents

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?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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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?

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods during both day and night classes. Included in this group of math tutors are individuals who speak Chinese, Spanish, and French. Peer math tutoring outside of regularly scheduled math classes is available for ELL students during period 10 and 11 in the Cafeteria from 3:52 – 5:31 pm. The peer tutors are ELL students who have successfully completed the math course for which they provide tutoring, and have been recommended by their math teacher. Another form of math intervention available to ELL students outside of regularly scheduled math classes is volunteer math tutoring. Volunteer tutoring is conducted by a combination of current and former math teachers, and other adults proficient in math, that have received training from Learning Leaders. Volunteer tutors meet with ELL students individually, or in pairs, before or after their school day, or during the students' free period. ELL students may be assigned to attend peer or volunteer tutoring by their math teacher, or they may choose to attend on their own. Finally, ELL math students are encouraged by their math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June.

A variety of strategies have been implemented to provide targeted intervention for our ELL science students. There are currently two in-class science tutors who, in concert with individual science teachers, target specific ELL students during regularly scheduled Regents science class periods during both day and night classes. Both of these in-class tutors have extensive backgrounds in science. One of these in-class science tutors focuses specifically on Regents Living Environment classes, our highest volume Regents science class, and the other one provides intervention in both Regents Chemistry and Regents Living Environment classes. Peer science tutoring outside of regularly scheduled science classes is available for ELL students during period 10 from 3:52 – 4:40 pm in Science lab room 602, and during Period 11 from 4:43 – 5:31 pm in the Cafeteria. The peer tutors are ELL students who have successfully completed the science course for which they provide tutoring, and have been recommended by their science teacher. At least one of the in-class tutors is also consistently present and available for intervention during both science peer tutoring periods. Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both the in-class science tutors, as well as volunteer adults proficient in science, that have received training from Learning Leaders. The Living Environment in-class tutor also provides regularly scheduled small group Friday review intervention for ELL students. Finally, ELL science students are encouraged by their science teacher to attend specially programmed science Regents review classes, taught by science teachers, scheduled on Fridays leading up to the science Regents exams in January and June.

Because most of our ELL's come to us over 17 years of age, they are still in need of extension of services in order to pass the ELA Regents and graduate from high school.

For both the 2010-11 school year and the present school year, each level of ESL curriculum is created by the ESL staff after reviewing the data produced from the results of intake examinations, first day assessments and our DY0 interim assessments. The ultimate goal of the curriculum to have students well prepared to pass the ELA Regents exam in two years or less. (As Manhattan Comprehensive is a transfer school, with all over-aged under-credited students, we have little time before they age-out.) This means for our SIFE students, intensive targeted support in the ESL classroom. Several of our ESL teachers are bilingual and/or native speakers Spanish, Chinese, Russian, Polish and French and offer native language support in those areas. Our ESL teachers use differentiated instruction in their regular double period ESL classes and are adept at targeting the SIFE students with leveled instruction. Besides differentiated instruction, all of our ESL teachers utilize research based teaching methods with our SIFE students such as Total Physical Response, The Communicative Approach, Cognitive Approach, even Grammar-Translation and Audio Lingual.

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Courses Taught in Languages Other than English

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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

Math:

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.

ALL ELL personal will participate in monthly one hour seminar-workshops designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving ELLs' outcomes in standardized exams, and the construction of school-wide assessment exams. In addition our ELL department meets two additional times a month for inquiry team projects, where they use classroom data to research, design and implement, two to five week research projects, specifically designed for ELL's, to align our curriculum more closely with CCSS. We will continue with our professional development in using action research methodology with these inquiry teams to increase ELL students performance.

The majority of our teachers have worked in the past year, and/or are working this year, with Dr. Rosa Leon, from NYU's Metropolitan Center for Urban Education, who provides research based coaching in strategies for working with ELL's.

Professional Development will be given on the following topics:

- o Using DYO data to monitor and revise curriculum;
- o Integrating CCLS rubrics with the language of the standards to provide specific feedback to students regarding their work;
- o Use of student data to plan and set goals student specific learning goals;
- o Developing capacity to utilize web-based student data tracking software (Skedula) to support the setting of student-specific learning goals

Target Population(s): All content area and ESL teachers, Guidance Counselors, paraprofessionals, special education teachers, secretaries, parent coordinators and service providers working with ELL students.

Responsible Staff Members: Principal, Assistant Principals, Coaches (NYU Metro-Center for Urban Education)

ESL department PDs are held on: 09/12, 10/03, 10/31, 11/28, 12/09, 01/03, 02/06, 03/05, 04/02, 04/30, 05/28

All staff PDs are held on: 09/07,01/31, 11/08, 01/30, 06/07

AP ESL attends weekly Guidance department meetings to inform and support counselors in their work with ELLs. Guidance Counselors are trained in how to analyze data resulting from DYO periodic assessments and program students accordingly. These meetings also include training in the psychological needs of ELLs entering and coping with a new environment.

Guidance department PDs take place every Wednesday of the school year.

In addition to our regular intensive ESL program, our special needs ELL students are provided with resource room, mandated counseling, one on one tutoring, and social services.

Close to 30% of our teaching faculty are NYS licensed ESL teachers and/or hold bilingual extensions including our principal. This deep reservoir of professional talent allows us to infuse almost every professional development activity with a meaningful support for teaching ELLs. Our success is highlighted by the performance of our ELL students on state Regents exams. All professional development activities led by the principal explicitly or implicitly address an academic or social aspect of teaching the large ELL and former ELL population of our school. For example, even our recent staff development on the Chancellor's Conference Day on therapeutic crisis intervention addressed the differing socio-cultural developmental needs of ELL or former ELL students. In addition, departmental meetings often focus on the best practices in working with ELLs. These trainings are reflected in meeting agendas.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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11. What programs/services for ELLs will be discontinued and why?
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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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

ALL ELL personal will participate in monthly one hour seminar-workshops designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving ELLs' outcomes in standardized exams, and the construction of school-wide assessment exams. In addition our ELL department meets two additional times a month for inquiry team projects, where they use classroom data to research, design and implement, two to five week research projects, specifically designed for ELL's, to align our curriculum more closely with CCSS. We will continue with our professional development in using action research methodology with these inquiry teams to increase ELL students performance.

The majority of our teachers have worked in the past year, and/or are working this year, with Dr. Rosa Leon, from NYU's Metropolitan Center for Urban Education, who provides research based coaching in strategies for working with ELL's.

Professional Development will be given on the following topics:

- o Using DY0 data to monitor and revise curriculum;
- o Integrating CCLS rubrics with the language of the standards to provide specific feedback to students regarding their work;
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Target Population(s): All content area and ESL teachers, Guidance Counselors, paraprofessionals, special education teachers, secretaries, parent coordinators and service providers working with ELL students.

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AP ESL attends weekly Guidance department meetings to inform and support counselors in their work with ELLs. Guidance Counselors are trained in how to analyze data resulting from DY0 periodic assessments and program students accordingly. These meetings also include training in the psychological needs of ELLs entering and coping with a new environment.

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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)											68	53	14	135
Intermediate(I)											144	90	17	251
Advanced (A)											65	33	5	103
Total	0	0	0	0	0	0	0	0	0	0	277	176	36	489

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											22	14	2
	I											100	64	3
	A											22	33	11
	P											5	5	0
READING/ WRITING	B											25	11	1
	I											91	79	13
	A											28	18	1
	P											5	8	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						f			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	199		175	
Integrated Algebra	267	159	252	153
Geometry	96		94	
Algebra 2/Trigonometry	58		56	
Math				
Biology				
Chemistry	28		28	
Earth Science				
Living Environment	220	99	201	95
Physics	18		18	
Global History and Geography	264	130	186	104
US History and Government	227	102	172	88
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing exams and annual progress is determined through the NYSESLAT and our in house DYO periodic assessment. The periodic assessment serves as our promotional exam. We

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.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Manhattan Comprehensive NDHS</u>			School DBN: <u>02M575</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Toise	Principal		11/3/11
Judith Horvay	Assistant Principal		11/3/11
Miriam Casillas	Parent Coordinator		11/3/11
Elizabeth Erraji	ESL Teacher		11/3/11
Sara Yard	Parent		11/3/11
Raquel Hernandez	Teacher/Subject Area		11/3/11
Louis Small	Teacher/Subject Area		11/3/11
	Coach		1/1/01
	Coach		1/1/01
David Robinson	Guidance Counselor		11/3/11
Gilliam Smith	Network Leader		11/3/11
Joanna Wegelinik	Other <u>ESL</u>		11/3/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M575 School Name: Manhattan Comprehensive N&D HS

Cluster: 04 Network: 403/Gillian Smith

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.

On order to conduct our needs assessment for written translation need s we reviewed the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of written translation services. From this preliminary information we determined that many ESL students had parents who spoke Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic in descending order of occurrence. We also reviewed the list of parents who attended the previous parent0teacher conferences in 2011-2012. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate ours statistical results with the practical experience of teacher and guidance counselors.

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.

After a review of the data we determined that a major need for written translation services existed within the school for Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic. Furthermore, it was agreed that increasing parental involvement in the school was a major priority. Through our discussions with both teachers and guidance counselors it became clear that many parents shied away from parent-teacher conferences due to a perceived inability to communicate fluently in English.

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.

We plan to provide written translations of our open school day letter to all parents in Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic informing parents we will have translators available to assist during parent teacher conferences. Providing such services will lead to increased parent involvement by facilitating communication with both teachers and guidance counselors. We also plan to translate other key documents for outreach, such as a parent handbook and recruitment flyers, as the need arises throughout the year.

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.

In order to conduct our needs assessment for oral translation needs we examined the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of oral translation services. From this preliminary information we determined that many ESL students had parents who spoke Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic in descending order of occurrence. We also reviewed the list of parents who attended the previous parent teacher conferences in 2011-2012. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate our statistical results with the practical experience of teacher and guidance counselors.

After a review of the data we determined that a major need for oral translation services existed within the school for Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic. Furthermore, it was agreed that increasing parental involvement in the school was a major priority. Through our discussions with both teachers and guidance counselors it became clear that many parents who have attended parent-teacher conference have had trouble communicating with teachers.

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>.

In addition we provide professional simultaneous translators during parent-teacher conferences; we recently purchased wireless headset translation devices as used at the U.N. This allows us to provide simultaneous translation for a greater number of parents.

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: Manhattan Comprehensive N&D HS	DBN: 02M575
Cluster Leader: Christop Groll	Network Leader: Gillian Smith
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 checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: Sunday School
Total # of ELLs to be served: 599 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 checked="" type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 21 # of certified ESL/Bilingual teachers: 11 # of content area teachers: 10

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:

Limited English Proficiency/ESL Program. Approximately 60% of our students (550+) are ESL learners. They come from over 50+ different countries. In order to meet the English language needs of this varied population who can only stay with us for an average of four semesters before they age out, we have a Free Standing ESL Program. This is an Intensive ESL Program designed to fast-track students from interpersonal communicative skills to cognitive academic language proficiency. There are currently six levels of ESL: (1) Low Beginner, (2) High Beginner, (3) Low Intermediate, (4) High Intermediate, (5) Low Advanced –Regents Prep; and (6) High Advanced/Transitional.

Research on second language acquisition indicates that it takes an average of six years for an adult learner to achieve academic proficiency in the new language. Our students must achieve the impossible in two years in order to pass the ELA Regents. To compensate for such a strict timeframe, they are programmed to supplemental ESL courses in our Sunday program. Our beginners, for example, are provided an average of 6 hours of supplemental instruction per week. All our ESL students attend our Sunday program. 11 certified ESL teachers instruct during our Sunday program. Our Sunday ESL Program is funded by Title III.

At this current time, we do not have a bilingual program as a result of Parental Program Selection.

PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1

We will hire two certified ESL teacher for 24 sessions of two and half hours, taking place Fridays from 09:00 am until 11:30 pm and 5:00 pm until 7:30 pm . These students are in need of extra instructions in order to pass the English Regents exam in their cohort year.

These students will be receiving instructional support of the following types:

1. Direct instruction (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided reading, listening, viewing).
2. Indirect instruction (problem solving, case studies, inquiry, reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, cloze procedure),

These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams essays in the following areas:

Part B: Direct Instruction Supplemental Program Information

- Meaning
- Development
- Organization
- Language Use
- Convention

PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2

Supplemental Intensive ESL Program for all our ESL students from 9:25 am to 1:16 pm and 1:46 pm to 5:37 pm for 26 Sundays.

This program is intended to expedite the progress of our lower level students who have limited time to advance to the regents level.

The following texts are used in this program:

Best Short Stories, All American Stories, What A World, What A Life, Very Easy True Stories, The Lottery.

These students will be evaluated based on their performances on the DY0 periodic assessments.

These activities are funded by Title III

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:

ALL ELL personal will participate in monthly one hour seminar-workshops designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving ELLs' outcomes in standardized exams, and the construction of school-wide assessment exams. In addition our ELL department meets two additional times a month for inquiry team projects, where they use classroom data to research, design and implement, two to five week research projects, specifically designed for ELL's, to align our curriculum more closely with CCSS. We will continue with our professional development in using action research

Part C: Professional Development

methodology with these inquiry teams to increase ELL students performance.

The majority of our teachers have worked in the past year, and/or are working this year, with Dr. Rosa Leon, from NYU's Metropolitan Center for Urban Education, who provides research based coaching in strategies for working with ELL's.

In addition to our regular intensive ESL program, our special needs ELL students are provided with resource room, mandated counseling, one on one tutoring, and social services.

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:

Administrators, counselors/grade advisors/college advisors conduct small group counseling with students and/or with parents; conduct parent meetings; parent-teacher conferences; we will:

- increase opportunities to serve with staff members on various school committees, such as School Leadership Team, Health Committees, Cultural Heritage Programs, LRE School Team, and the like
- form a core group of parents based upon native languages to reach out to other parents, help in translations, help in explaining the school and its curriculum to them
- organize meetings/seminars for parents on the New Standards, Regents exams, and graduation requirements
- involve parents in the design and implementation of the proposed year-round school
- organize parents to advocate for issues affecting the school in the city and state levels
- hold ESL class for parents of ELL 2 nights per week

In addition, we host twice a year (10/20 and 04/19) two hour ESL parent workshops with licensed ESL teachers and content area department chairs presenting our High-Quality Instructional Title III program. We provide a question and answer forum for parents at this time. More than 50 parents usually attend with translation offered in Spanish, Mandarin, Cantonese, and French.

At these workshops, snacks are served, and copies of handouts are distributed to parents.

We host monthly (third Wednesday of every month) parental meetings/workshops for parents of ELLs

Part D: Parental Engagement Activities

that are not charged to Title III.

Part E: Budget

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

Allocation Amount: \$69548

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 	\$63,013	SUPPLEMENTAL INSTRUCTIONAL ACTIVITY#1 60 hours of per session for one licensed ESL teacher to support ELL cohort students: 24 Fridays x 2.5 hours x \$49.89 = \$2993.4 SUPPLEMENTAL INSTRUCTIONAL ACTIVITY#2 924 hours of per session for licensed ESL teachers to support ELL students on Sunday: 26 Sundays x 3.5 hours x 13 teachers x \$49.89 = \$59,020 20 hours of per session for licensed ESL teachers to support parents of ELLs: 2 days x 2 hours x 5 teachers x \$49.89 = \$999.6
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	N/A
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$5,880	What A World, What A Life, Penguin Very Easy True Stories (Various): \$21 x 140 = \$2940 The Lottery, Best Short Stories, \$21 x 140 = \$2940

Part E: Budget

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

Allocation Amount: \$69548

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other	\$655	Instructional Supplies
TOTAL	\$69,548	