Department of Education

By *Dennis M. Walcott, Chancellor*

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : THE HIGH SCHOOL FOR MATH, SCIENCE AND ENGINEERING AT CITY COLLEGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M692

PRINCIPAL: CRYSTAL BONDS EMAIL: CBONDS@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Crystal Bonds	*Principal or Designee	
Mark Hesse	*UFT Chapter Leader or Designee	
Caryn Elvove Jane Marlowe	*PA/PTA President or Designated Co-Presidents	
NA	DC 37 Representative, if applicable	
Pratima Mangar Leila Hawa	Student Representatives *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
NA	CBO Representative, if applicable	
Thomas Henning	Member/ Faculty/SLT Chairperson	
David Coulombe	Member/Faculty/SLT Secretary	
Paul Thompson	Member/Faculty	
Monica Carson	Member/Parent	
Rosalia Gomez-Mozo	Member/Parent	
Beth Lieberman	Member/Parent	
Robert Kuhnreich	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL 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.

By June 2012, the school will integrate more effective communication school-wide by ensuring that 95% of students and 85% of parents are enrolled in the school's online grading and information system.

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.

The need that generated this goal stems from the staff's and the parents' desire to communicate about students regularly and more effectively. After analysis of the initial implementation of Engrade during the spring term of 2011 was conducted, it was determined that the program was useful to all constituents and should go to the next phase of implementation.

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.

Teachers will use the on-line grading system to track students' progress in their classes. This program will also allow students and parents to review grades and complete assignments in real-time.

- **The school will assess gaps in our current inventory of parent emails addresses and direct the parent coordinator to contact parents to gather missing information.**
- **The school will assess the gaps of students who have not logged into the system and conduct a Registration Workshop for students who have not logged into Engrade**
- **For non-English speaking homes, we will conduct a workshop with translators to assist parents with registration.**

Professional Development – Phase II of Engrade will require professional development. PD will be conducted on the following topics: the use of Engrade; how to use Engrade to communicate with students and parents; how to use and take advantage of the new added features.
Target Population – Entire student population, parents and faculty.
Responsible Staff Members – All teaching staff will monitor students' grades and administrators will be able to monitor teachers' assignments. It is the schools goal to have a one-week latency on data entry.
Implementation Timeline – It is the school's goal to have 90% of teacher participation by 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.

The school is not Title I, however, currently parents log into the Engrade system for information about their children. It is our goal to begin communications via email and get 75% of parents' emails input into the Engrade system for email communication by June of 2012.

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.

Administrators will identify all non HQT in the school and work closely with the CFN to ensure that non HQT meet all required documentation and assessment deadlines.
Struggling and non-HQT will be paired with HQT and/or assigned mentors.
Administrators will attend hiring fairs to recruit HQT and search the open market for HQT.

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 a housing program; one student in temporary housing and three doubled up. Administrators and teachers will ensure that the students have the additional support that they need to succeed. Teachers will notify administration if the students are not succeeding due to lack of materials or supplies.

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.

During Phase II of Engrade, it will cost approximately $2,000 for added features and extended tools. The PTA has allocated funding to support the initiative.

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.

By January 2012 the school will use Design Your Own (DYO) assessment as a baseline predictor for freshman students in mathematics and freshman and sophomore students in English. The DYO scores will be compared with the placement exam scores to show progress towards achieving state standards as measured by 10% of the students will show a 10% increase in their scores. All exams meet the Common Core State Standards for Algebra, Geometry and ELA.

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.

The need that generated this goal was the desire to identify and track students' progression in reaching mastery.

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.

- **Collaborate with teachers to devise assessments.**
- **Meet during common planning time to analyze assessments to see the gaps in student progress that need to be addressed.**
- **During the PTA meetings, have a question and answer period about the formative assessments.**
- **Post assessment calendar on the school website to increase parent and student preparedness.**

Professional Development – Assistant Principal of the math department and the English department Lead Teacher will provide professional development for faculty to show strategies on how to design and analyze assessments.
Target Population – The initial assessment targets freshman math and freshman English. The data collected will be used to track the progress of subgroups and the lowest third. Additionally, this information will be used as a predictor for students' major selection.
Responsible Staff Members – Under the supervision of the Assistant Principal of Mathematics and the Lead Teacher of English, teachers of those subject areas will meet for common planning and devise DYO assessments. All assessments will meet Common Core State Standards.

Exam Implementation Timeline

ELA		
Freshman	**Formative Assessment**	**February**
Freshman	**Summative/predictive Assessment**	**June**
Sophomore	**Formative Assessment**	**January**
Sophomore	**Predictive Assessment**	**April**
Sophomore	**Regents Exam**	**June**
MATH		
Freshman	**Placement Exam**	**September**
Freshman	**Assessment #1**	**November**
Freshman	**Assessment #2**	**January**
Freshman	**Assessment #3**	**April**
Freshman	**Assessment #4**	**June**

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.

The school is not Title I but we will still distribute results from assessments along with successful strategies to parents on how they can help their children. It is the school's goal to have informed parents and to increase parental involvement in the home.

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.

Administration and the lead teacher will identify non HQT and meet with them to ensure that they are well versed on the DYO model.

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 is in the process of developing more programs supported under NCLB. Currently, there is a housing program. It is the schools goal to provide support for all students in the housing program to ensure that housing status will not hinder their learning.

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.

There is no additional cost or budgetary concern associated with this goal because the assessment are devised in-house.

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.

By June 2012, the school will complete a needs assessment on the effectiveness of the new math concentration curriculum. This will be measure by using an exit interview of all math concentration students that select STEM related majors at the college and university level. Our goal is that 50% of students will select majors in the STEM and STEM related fields.

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.

Since the school's inception, it had two tracks, engineering or advanced science (partnership with Mt. Sinai). Last year, the math concentration was introduced to the school's community. Discussions and debriefing about the implementation of the math major was an agenda item for the School Leadership Team. As a result, the need to reassess and analyze the implementation of the math major has become a priority goal 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.

- **Increase the number of math and STEM related college recruitment visits.**
- **Conduct an assembly to educate the student body of the benefits in the math, science research and engineering concentrations.**
- **Conduct a PTA presentation to educate the parent body of the benefits in the math, science and engineering concentrations.**

Professional Development – Professional Development and presentations will be conducted and the math department will meet with administration to further analyze and discuss the curriculum sequence. Administration will review and codify the selection process and scheduling conflicts. A student assembly for all sophomores will be conducted to give students a holistic view of all majors and clearly explain what added features the math major brings. The math major will be an agenda item and discussed during a faculty conference to apprise the entire faculty of the goal. A parent meeting will be held in the evening to explain the process and curriculum aspects of the math major.
Target Population – Sophomore students that will go through the selection process.
Responsible Staff Members – Teachers in the math major and administrators.
Implementation Timeline – Planning with faculty and administration will begin fall 2011. Parents and students meetings will take place in April of the spring term.

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.

The school is not Title I, however the school will still have a parent meeting to discuss the options for majors and selection criteria. The course sequence for each major will be posted on the website for parents to view. The phone messaging service will be used to remind parents about the meetings and the timeline for the selection process so they may assist their children.

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.

Administrators will identify all non HQT in the school and work closely with the CFN to ensure that non HQT meet all required documentation and assessment deadlines.
Struggling and non-HQT will be paired with HQT and/or assigned mentors.
Administrators will attend hiring fairs to recruit HQT and search the open market for HQT.

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 is in the process of developing more programs supported under NCLB. Currently, there is a housing program. It is the schools goal to provide support for all students in the housing program to ensure that housing status will not hinder their learning.

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.

The school will purchase mathematical application software to support students in this curriculum track. The school will use NYSTL and software funding to support the math curriculum.

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.

By June 2012, the school will establish a reading across the curriculum book/electronic library for each subject at every grade level. This will engage all students in one to two literacy tasks in each subject aligned with Common Core State Standards. This goal will be measured by ensuring that the library is 100% complete and all instructors will include it as at least one component of every course grade.

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.

The need that generated this goal originated because the school wanted to infuse an interdisciplinary approach to the technical skill-sets already imparted to students. This goal meets the needs of various learning styles and diverse populations across all disciplines.

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.

- **Order reading materials (physical and electronic books)**
- **Devise a pacing calendar for when each subject will read the materials, to ensure that students are not overburdened with multiple books.**
- **Calendars will be posted in each classrooms and on the school website for parent notification.**

Professional Development – Professional Development will be provided for each subject area for book selection, Common Core Standards alignment and lesson planning.
Target Population – Entire student population, all subject areas.
Responsible Staff Members – Teachers and administrators.
Implementation Timeline – The development and posting of calendar for each subject will be disseminated to ensure no overlapping and no work overload for students.

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.

Post pacing calendar on school website and include notification of subject literacy books in PTA newsletter.

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. **Administrators will identify all non HQT in the school and work closely with the CFN to ensure that non HQT meet all required documentation and assessment deadlines.** **Struggling and non-HQT will be paired with HQT and/or assigned mentors.** **Administrators will attend hiring fairs to recruit HQT and search the open market for HQT**
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 is in the process of developing more programs supported under NCLB. Currently, there is a housing program. It is the schools goal to provide support for all students in the housing program to ensure that housing status will not hinder their learning.**
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. **Money was set aside last year to purchase all novels for this initiative. The remaining literacy books that will be purchased for the physics classes will purchased by the PTA. Many electronic titles are public domain, hence requiring no additional costs.**

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.

Annual Goal #5 • Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
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.
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.
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.
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.
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.
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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	**N/A**	**N/A**	N/A	N/A	N/A	N/A
1	N/A	N/A	**N/A**	**N/A**	N/A	N/A	N/A	N/A
2	N/A	N/A	**N/A**	**N/A**	N/A	N/A	N/A	N/A
3	N/A	N/A	**N/A**	**N/A**	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	117	117	117	117	3	N/A	N/A	N/A
10	96	96	96	96	2	N/A	N/A	N/A
11	95	95	95	95	2	N/A	N/A	N/A
12	99	99	99	99	2	N/A	N/A	N/A

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	**All instructors offer individualized attention for one-half hour everyday during tutoring time. In the spring, we offer a credit recovery program for students who are lacking in credit accumulation.**
Mathematics	**All instructors offer individualized attention for one-half hour everyday during tutoring time.**
Science	**All instructors offer individualized attention for one-half hour everyday during tutoring time.**
Social Studies	**All instructors offer individualized attention for one-half hour everyday during tutoring time.**
At-risk Services provided by the Guidance Counselor	**Guidance Counselors work with students on an as needed basis. The Pupil Personnel Team meets to discuss at-risk students and devise action plans to assist students.**
At-risk Services provided by the School Psychologist	**The school does not have a full time School Psychologist.**
At-risk Services provided by the Social Worker	**The school does not have a social worker assigned.**
At-risk Health-related Services	**The school does not have a school nurse assigned, however the school is located on the campus of City College of New York and uses the emergency services of the college campus.**

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

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) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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 Charles Admundson	District 05	Borough Manhattan	School Number 693
School Name HS for Math Science and Engineering			

B. Language Allocation Policy Team Composition ⓘ

Principal Crystal Bonds	Assistant Principal Wylie Burgen
Coach None	Coach None
ESL Teacher Ruthie Stern,Lead Tchr-English	Guidance Counselor Wade Klein
Teacher/Subject Area N/A	Parent Caryn Elvove
Teacher/Subject Area N/A	Parent Coordinator Ruth Serrano
Related Service Provider N/A	Other N/A
Network Leader Jie Zhang	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	0	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	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	407	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%

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.

The High School for Math Science and Engineering currenlty does not have an ELL program or ELL students. Last year (2010-2011) the school did not have any ESL or ELL students that required services. Students enter our school through the Specialized High School Admissions.

Currently, the HLIS is sent to the homes of all incoming students. The parent coordinator reviews all forms to identify which students will need an initial evaluation for ELL students. Once a studeny is identified as being ELL, the Assistant Principal supervising the LOTE department along with a licensed LOTE teacher and English teacher meet to discuss the needs of the child and to devise an individual program/ plan of action for that student.

If we determine that a student is eligible for services, we schedule the student for an informal interview. We then invite the family in to discuss their options and translation services. we would then schedule the student for the next administration of the appropriate exams. We offer serivices or additional courses for students to prepare for the LAB-R exam. A meeting/consultation meeting with parents is conducted in the parents native language. Translations will be done by either one of the LOTE teachers, the parent coordinator, Ruth Serrano, who is a native Spanish speaker or by DOE provided over-the-phone translations for parents that speak a language that staff cannot acco odate.

HSMSE has a wide variety of afterschool programs and activities. Any entering ESL or ELL students would be able to participate in any of these activities.

Although we do not have an ESL or ELL program, the school does offer placement exams in June and at freshman orientation for incoming students. All students are encourgaed to participate in these activities.

Several staff members in our school have received training to help support ELL students. At this point there is no need for additional training.

Our school has a wide variety of services available to all students. Each student is assigned to a guidance counselor, a grade advisor, and are apart of an advisory group. Also, all teachers in our school are assigned to a thirty minute tutoring session everyday and are available to assist students.

Upon entering HSMSE, all students are given appropriate DOE forms to determine which language is spoken in the home. The information is then entered into ATS. A review of the record indicates that the majority of our students speak English in their home. There are however exceptions. We have determined that a number of students speak Spanish in their home. We have several faculty and staff members that are native Spanish speakers and are able to assist with translations.

Parental Assistance:

For families that speak other languages, we utilize the translational services provided by the DOE. We have also translated written documents, i.e. the PTA Newsletter. The school provides (by posting on the school website) most DOE document and forms in multiple languages. We have used written translational services in the past but found that most families did not take advantage of them. We will continue to provide translational services as needed by members of our community.

The parents of ELL students are invited in at the beginning of the school year for workshops about the three program options: Transitional Bilingual Education, Dual Language and Free Standing ESL and how to make an informed decision about their choice. Tanslated letters and translated phone messages are sent to the homes of ELL students to ensure that they are fully aware of the workshops and their options. These workshops are administered in the fall. the parent coordinator entitlement letters are distributed and that Parent Survey and Program Selection forms are collected. Thirty three percent of the student population are Spanish speakers. the Parent Coordinator, Ruth Serrano, is a native Spanish speaker and is able to communicate extensively with many of the parents. As most parents are SPanish speaker, Ms. Serrano, parent coordinator leads many of the parent workshops on choices.

We cannot accurately analyze the trand in program choices tha tparents have requested because we don't have any ELL students and the school does not have a history of a population of ELL students. When we do have a population of ELL students we will analyze the trands and have programs offered at the schoo aligned with parent requests.

Ruth Stern, Lead teacher/ English license, runs reports to determine NYSESLAT eligibility, tracks all ELL students to ensure that all ELL's are scheduled for the NYSESLAT annually. The LOTE teachers ensure that the four components of the NYSESLAT are administered..

Names of staff in LOTE Department administering the LAB-R exam/ NYSESLAT
Enrique Martinez - Spanish
Melissa Rapp - German/ Spanish
Rosanne Zanetti - German
Gregory Piper - German

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K** ◉ **1** ◉ **2** ◉ **3** ◉ **4** ◉ **5** ◉ **6** ◉ **7** ◉ **8** ◉ **9** ❄ **10** ❄ **11** ❄ **12** ❄

This school offers (check all that apply):

Transitional bilingual education program	Yes ◉	No ❄	If yes, indicate language(s):
Dual language program	Yes ◉	No ❄	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**	**To t #**

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

B. ELL Years of Service and Programs

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

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									
	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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	0
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	0	0	0	0	0	0			0	0	0	0	**0**
Chinese										0	0	0	0	**0**
Russian	0	0	0	0	0	0				0	0	0	0	**0**
Bengali										0	0	0	0	**0**
Urdu										0	0	0	0	**0**
Arabic										0	0	0	0	**0**
Haitian										0	0	0	0	**0**
French										0	0	0	0	**0**
Korean										0	0	0	0	**0**
Punjabi										0	0	0	0	**0**
Polish										0	0	0	0	**0**

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**
Albanian										0	0	0	0	**0**
Yiddish										0	0	0	0	**0**
Other										0	0	0	0	**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number): African-American: 0 Asian: 0 Hispanic/Latino: 0 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0	

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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 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?

The school does not currently have an ELL program. If a student enrolls that is eligible for services, we would use a pull-out program. We feel that this would cause the least disruption to our courses and to the students' schedule. Currenlty, our students follow a block schedule. If we needed to add a program for ELL students our program would work with our existing program, in the least restrictive environment. Our instructors differentiate instruction for all students and would meet the needs of any future ELL students. We do have some experience differentiating instruction for former ELL students. Implementation is based on individual need.

As described in the feedback form, HSMSE did not specify the implementation of ELL programs in this section, i.e. push in, pull out,

A. Programming and Scheduling Information

SIFE, etc. The school DOES NOT have ELL students nor has it had any. We do not have a history of programs implemented because the school does not have a history of ELL students. We have described what we would do if we had ELL students. When we do have ELL students enrolled, we will go above and beyond to meet the needs of all ELL students, including testing, workshops, programming, program choices and communicate with parents appropriately.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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%	
50%	

B. Programming and Scheduling Information--Continued

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

At HSMSE we offer a wide range of opportunities both before and after school. Tutoring is available in all subject areas for thirty minutes before and after regular classes. The school has grade specific advisors for every child in our school. This adult supports our students in conjunction with our guidance department staff. These adults follow the progress and development of all of our students. If an issue arises they can recommend additional support for students and can recommend that the students be placed in our Success Skills Program.

This program is designed to meet the needs of all HSMSE students. Future ELL students will benefit from this structure.

All future and ESL ans ELL programs will be designed to take advantage of existing support programs.

As described in the feedback form, HSMSE did not specify the implementation of ELL programs in this section, i.e. push in, pull out, SIFE, etc. The school DOES NOT have ELL students nor has it had any. We do not have a history of programs implemented because the school does not have a history of ELL students. We have described what we would do if we had ELL students. When we do have ELL students enrolled, we will go above and beyond to meet the needs of all ELL students, including testing, workshops, programming, program choices and communicate with parents appropriately.

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)?

HSMSE does not have a dual language program or students in need of such a program.

As described in the feedback form, HSMSE did not specify the implementation of ELL programs in this section, i.e. push in, pull out, SIFE, etc. The school DOES NOT have ELL students nor has it had any. We do not have a history of programs implemented because the school does not have a history of ELL students. We have described what we would do if we had ELL students. When we do have ELL students enrolled, we will go above and beyond to meet the needs of all ELL students, including testing, workshops, programming, program choices and communicate with parents appropriately.

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.

D. Professional Development and Support for School Staff

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

Our school has sent several staff members to workshops and training to support any future ELL/ESL students. Staff members include but are not limited to Guidance Counselors, Administrators, Parent Coordinator and select teaching faculty. The 7.5 hours of ELL training and professional development has been incorporated into the monthly department meetings so that all teachers are informed.

Our school has developed a support program for all students entering our school. It involves in-house placement exams in June, a Freshman Orientation Program in August and a Big Sibling Program. All students can benefit from these programs.

All of our staff meet the required training guidelines.

E. Parental Involvement

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

At HSMSE we have tremendous support from the parents in our community. We have a strong SLT and an active PTA. We have parents that speak a wide variety of languages and this has helped with parents who are not proficient with English. We also have many staff members and students who speak different languages and have served as interpreters for us. Since we do not have any current ELL students we cannot address the involvement of their parents.

Our school has several partner organizations. Our largest partnership is with the City College of New York. To date they have not provided workshops for ELL parents because we have not had any. If we had a need for such workshops I am sure that CCNY could and would provide our parents with support and workshops.

The needs of our parents are collected by our staff and the Parents Teachers Association. We collect data through required documents and forms, and soft data by speaking to the parents and students in our community. Our school's PTA also collect hard and soft data. At one point our PTA published its monthly newsletter in multiple languages. It was then determined that there was not a significant need to translate the document so now it is published and posted in English.

The key individual in addressing parents' needs is our Parent Coordinator, Ms. Serrano. Ms. Serrano speaks both English and Spanish. the majority of our parents who are not proficient with English, speak and read Spanish. Ms. Serrano has been able to assist many families and make them feel comfortable in our community.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0

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

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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.
This school does not have any ELL or ESL students. This school would follow all mandates if any students with special needs were enrolled in the school.

Part VI: LAP Assurances

School Name: HS Math Science and Engineerin			School DBN: 5M692
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Crystal Bonds	Principal		12/23/11
Wylie Burgan	Assistant Principal		12/23/11
Ruth Serrano	Parent Coordinator		12/23/11
N/A	ESL Teacher		
Caryn Evolve	Parent		
Rosanne Zanetti/German	Teacher/Subject Area		
Enrique Martinez/Spanish	Teacher/Subject Area		
Ruth Stern	Coach		12/23/11
N/A	Coach		
Wade Klein	Guidance Counselor		12/23/11
Jie Zhang	Network Leader		
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 05M692 **School Name:** HS for Math Science & Engineering

Cluster: _____ **Network:** 201

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.

Upon entering HSMSE, all students are given appropriate DOE forms to determine which language is spoken in the home. The information is then entered into ATS. A review of the records indicates that the majority of our students speak English in their home. There are however exceptions. We have determined that a number of our students speak Spanish in their home. At the school we have several staff members that speak Spanish and that can translate information. For families that speak other languages, we utilize the translational services provided by the DOE. We have also translated written documents, i.e. the PTA Newsletter. We have also invested into Engrade, an electronic grading system for students. Parent have the ability to monitor their child's grades and communicate with their child's teachers. This online system has the ability to translate the information on the website into several languages. The school has had workshops in the past and will continue to have ongoing workshops to familiarize parents with the grading system.

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

The school has found that we have a limited need for translational services. In the past we have been able to meet the needs of our community with staff and parent volunteers. The availabllity of translation services has been posted in our school near the main entrance. The poster that outlines our ability to translate information is posted in many languages.

Part B: Strategies and Activities

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

The school provides (by posting on the school's website) most DOE documents and forms in multiple languages. We have used written translational services in the past but found that most families did not take advantage of them. However, we ensure that we utilize the DOe provided translation services for documents and over-ther-phone translations when applicable.

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.

The school has been able to provide the necessary translational services using school staff members, DOE provided translation services for documents and over-the-phone translations. If the needs of our community change, we will add additional services.

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.

The school has been able to provide the necessary translational services using school staff members, DOE provided translation services for documents and over the phone translation services. If the needs of our community change, we will add additional services

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: HS for Math Science and Engin.	DBN: 05M692
Cluster Leader: Charles Admundson	Network Leader: Jie A=Zhang
This school is (check one): ☐conceptually consolidated (skip part E below) ☐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): ☐Before school ☐After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 0 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

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: The supplemental direct instruction must be based on student need. There is no need for this type of program given the school does currently does not have any ELL studetns enrolled.

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: The school does not have a Title III Program.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: The school does not have any ELL students.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		