



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** MANHATTAN SCHOOL FOR CAREER DEVELOPMENT (751M)

**DISTRICT 75**

**PRINCIPAL:** EWA ASTERITA EMAIL: [EASTERITA@SCHOOLS.NYC.GOV](mailto:EASTERITA@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** GARY HECHT

## 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. An asterisk indicates core mandatory SLT members\*.
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
Ewa Asterita	*Principal or Designee	
Denise Fryberg	*UFT Chapter Leader or Designee	
Deborah Williams	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jenny Melendez	CBO Representative, if applicable	
Gennino Damian	Member/UFT	
William Shepard	Member/UFT	
David Parslow	Member/UFT	
Fiordaliza Fernandez	Member/UFT	
Margaret Amalfitano	Member/Parent	
Devin Mayer	Member/Parent	
Antonia Guinals	Member/Parent	
Mamady Kaba	Member/Parent	
Shelia Torres	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

### Annual Goal #1

- By June 2012, students will increase their independence and accuracy in completing functional tasks, as evidenced by a 10% increase in achieving level 4 in the math NYSAA tasks.

### Comprehensive needs assessment

- Because student mathematics scores are below those we recognize as necessary to meet student future employment needs, MSCD has committed itself to raising all students' mathematics scores. Teachers will be trained in the implementation of functional mathematics programs to provide students with focused instruction. In order to meet this need, data collection will be augmented to enhance instruction and to provide rapid feedback on student progress. In addition, teachers will review students' IEPs to ensure that the document accurately reflects the individual student's personal mathematics goals and needs as incorporated into NYS/NYC Common Core Standards. These individualized IEP goals/needs will infuse the student's instruction and be reflected in the functional mathematics lessons to assist student in attaining the ultimate goal of increasing his/her academic competency in the NYS/NYC Common Core Standards and overall independence. From walk through observations, it appears that some teachers need coaches and PD's.

### Instructional strategies/activities

- Implement Unique Curriculum by September 2011, in order to have uniform curricula across all content areas. It is an online curriculum specifically designed for special learners, with each lesson defining three levels of differentiated tasks to accommodate the diversity of learners with specific disabilities.
- Incorporating AIS into instruction via Global Technology Class and Achieve 3000 program by September 2011 will level the playing field for students less versed in the up-to-date technologies and methodologies employed at MSCD,
- Aligning of vocational instruction and lesson plans to Common Core Standards by December 2011, will be facilitated by administration walk-throughs, by discussion with and between individual staff members and by review of work product posted in portfolios in the IEP room by Principal and Assistant Principal.
- Provide students with SANDI assessment as a pilot for one class by December 2011. Principal and coaches will evaluate these assessments. If it is effective, it will be invoked in other classes by year's end.
- Administer Scantron Assessments by November 2011 to determine specific areas of skill deficits. Those deficits will be addressed as appropriate for each student. Pedagogy and methodology will be examined during informal walk-throughs, and feedback given to teachers and parents.
- Talent Team Managers will sample one students' Student Learning Portfolio bi-weekly to check on progress.

### Strategies to increase parental involvement

#### 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. 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 school committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of students by:

- 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;

- 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;
- Providing multiple parent information sessions;
- Providing information to parents in multiple languages and in multiple forms, i.e. phone calls, email, newsletter, postcards, letters, Parent Handbook ;
- Providing regular and timely information to parents about student progress;
- Providing functional homework activities to bridge the home/school learning gap;
- Providing trainings for parents involving student progress, SESIS, ARIS, & specific curricular programs;
- Ensuring that parent contact information is current;
- Providing families in increased decision-making opportunities;
- Utilizing the Parent Coordinator as a link between school & home through establishment of the Parent Resource Room, online communications and the Parent Newsletter;
- Providing Title III and other culturally related activities.

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 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 751M's program. The school will maintain this information.

In developing the Parent Involvement Policy, parents and parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed 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;
- support school-level committees that include parents who are members of the School Leadership Team and Parent-Teacher Association. 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., student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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.

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

- 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.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide professional development on obtaining data as it pertains to NYSAA tasks by December 2011.
- Improve teacher collaboration and communication regarding NYSAA and Common Core Standards by implementing 24/7 online access to all teachers at all sites by December 2011.
- Provide technology and training in use of those technologies to all teachers at all sites, by December 2011.

**Service and program coordination**

- Collaboration with ACCES-VR, ACS, OPWDD, OMH, AHRC, LDANYC, ICD, YAI, the YES Program, as well as the school's anti-bullying program, Safari East Arts programs, AIDP services for homeless youth, and collaboration with Harvey Milk HS for LGBT youth are all interwoven into the overall instructional program and transition planning strategies (at both the main site and at all 18 community-based vocational internship sites) in order to achieve this goal.

**Budget and resources alignment**

- OTPS

- Administrators / Inquiry Teams
- Teachers/Data Specialist
- Teacher/Special Education Liaison
- Parents/Guardians
- Students
- Parent Coordinator
- District 75 Coaches

## Annual Goal #2 and Action Plan

<p><b>Annual Goal #2</b></p> <ul style="list-style-type: none"> <li>By June 2012, there will be improvement in factors related to school safety and respect as evidenced by a 10% increase in positive responses on the Learning Environment Survey.</li> </ul>
<p><b>Budget and Resources Alignment:</b></p> <ul style="list-style-type: none"> <li>Use additional radios for crisis intervention team; cost estimate: \$1,000.</li> <li>Provide all classroom and community based vocational instructional site teachers with emergency kits (Estimate \$300).</li> <li>Create a Student Center.</li> </ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"> <li>Teachers at MSCD commonly express the need for greater collaboration and collegiality relative to issues of school respect and safety. They express the need for greater professional development training in areas of crisis and behavior management to take advantage of best practices methodologies. They have asked for programs that reduce the incidence of school conflict and that foster dispute resolution among students.</li> </ul>
<p><b>Instructional strategies/activities in this section talk about how each of these ideas will be implemented (i.e. PD, coaching, etc.) and how they will be reviewed and monitored to see if they are moving towards success and, if not, how they will be adjusted.</b></p> <ul style="list-style-type: none"> <li>Use Seed Folks text and implement Seeds Folks curriculum to enhance student character building awareness and skill development by December 2011.</li> <li>Respect for All Curriculum will be implemented by October 2011, and will be evaluated as to efficacy and appropriateness by the Dean and an Assistant Principal by January, 2012.</li> <li>Young Person’s Character Education Handbook will be in place at all sites by September 2011.</li> <li>Safari East will engage the students in making films and plays focused on bullying.</li> </ul>
<p><b>Service and program coordination</b></p> <ul style="list-style-type: none"> <li>The school has received assistance from the local 9<sup>th</sup> Precinct and its community relation’s officers, as well as invested resources in promoting an anti-bullying campaign. Staff is being offered professional development from the District 75 in LSCI and TCI crisis management</li> </ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <p>The NCLB focuses on four areas to attract and retain Highly Qualified teachers.</p> <ul style="list-style-type: none"> <li>Certification Reform</li> <li>Compensation Strategies</li> <li>Recruitment</li> <li>Professional Development</li> </ul> <p>Since the school has no influence on the first three strategies, our focus is on professional development.</p> <ul style="list-style-type: none"> <li>The No Child Left Behind Act has some very specific guidelines for Professional Development with regard to attracting and retaining Highly Qualified teachers. For example, funds can be used to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities. Yet, one-day, or short term workshops or conferences are no longer considered acceptable professional development experiences. Therefore, our plan is to:             <ul style="list-style-type: none"> <li>Assure that all activities are referenced to student learning.</li> </ul> </li> </ul>

- Use data to make decisions about the content and type of activities that constitute professional development.
- Assure that professional development activities are based on research-validated practices
- Create a long term plan that provides focused and ongoing professional development with time well allocated
- Assure that Professional Development is aligned with state standards and, assessment and district curriculum.

**Strategies to increase parental involvement**

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- Utilizing the Parent Coordinator as a link between school & home through establishment of the Parent Resource Room, online communications and the Parent Newsletter

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**Service and program coordination**

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**Budget and resources alignment**

- OTPS
- Administrators / Inquiry Teams
- Teachers/Data Specialist
- Teacher/Special Education Liaison
- Parents/Guardians
- Students
- Parent Coordinator
- District 75 Coaches

## Annual Goal #3 and Action Plan

- By June 2012, there will be an increase in use of effective instructional strategies as evidenced by low-inference observations.

### Comprehensive needs assessment

- Staff had requested uniformity in the design and conduct of observations. There was also a desire for more detailed feedback as to instructional methodology especially at the CBVI offsites. In order to increase the frequency and depth of the observation process, the school engages in monthly observations with detailed feedback reflecting the teacher expectations embodied professional instructional strategies.

### Instructional strategies

- There will be a series of informal observations geared, not toward measuring proficiency, but toward assisting teachers in aligning with the most up-to-date, research based methodology and pedagogy. The informal observations are copiously documented, recommending to each teacher, specific behaviors, methods and processes for altering, or modifying instructional behaviors and processes to incorporate and implement the Danielson Framework in all classroom situations. A room is dedicated to Talent Management and one Assistant Principal is assigned to staff that room and to be available throughout the calendar year to assist pedagogical staff in their struggles to adjust to and implement this new homeostasis.

### Strategies to increase parental involvement

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- Providing trainings for parents involving student progress, SESIS, ARIS, & specific curricular programs;
- Ensuring that parent contact information is current;
- Providing families in increased decision-making opportunities;
- Utilizing the Parent Coordinator as a link between school & home through establishment of the Parent Resource Room, online communications and the Parent Newsletter;
- Providing adult education and career development opportunities.

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- 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;
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#### **Strategies for attracting Highly Qualified Teachers (HQT)**

The NCLB focuses on four areas to attract and retain Highly Qualified teachers.

- Certification Reform
- Compensation Strategies
- Recruitment
- Professional Development

Since the school has no influence on the first three strategies, our focus is on professional development.

- The No Child Left Behind act has some very specific guidelines for Professional Development with regard to attracting and retaining Highly Qualified teachers. For example, funds can be used to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities. Yet, one-day, or short term workshops or conferences are no longer considered acceptable professional development experiences. Therefore, our plan is to:
  - Assure that all activities are referenced to student learning.
  - Use data to make decisions about the content and type of activities that constitute professional development.
  - Assure that professional development activities are based on research-validated practices
  - Create a long term plan that provides focused and ongoing professional development with time well allocated
  - Assure that Professional Development is aligned with state standards and, assessment and district curriculum.

#### **Service and program coordination**

- The observation model is based upon nationally recognized models, specifically the Danielson Framework of Teaching, which encompasses four rating categories. MSCD's observation model is part of the Talent Management Pilot currently being conducted in selected schools in New York City. These four rating categories have been adopted by the NYS legislature as part of the overall teacher evaluation legislation (encompassed in the Race to the Top program), which will be adopted statewide in September 2012.

**Budget and resources alignment**

- OTPS
- Administrators / Inquiry Teams
- Teachers/Data Specialist
- Teacher/Special Education Liaison
- Parents/Guardians
- Students
- Parent Coordinator
- District 75 Coaches

## Annual Goal #4 and Action Plan

### Annual Goal #4

- By June 2012, Post-Secondary Outcomes will be improved, evidenced by increasing competitive employment placements and/or postsecondary training by 10%.

### Comprehensive needs assessment

- Job placement is the core of the mission of the school. While overall job placement rates and agency linkage rates are high, we intend to improve the 2012 rates even further. We will incorporate new methodology in data collection to ensure that all students are properly tracked and that relevant data can be captured to assist us in improving our levels of job placement as well as to implement more highly nuanced methods to continually increase our overall success rate.

### Instructional/strategies

- There will be a series of informal observations geared, not toward measuring proficiency, but toward assisting particular teachers in aligning with the most up-to-date, research based methodology and pedagogy. The informal observations are copiously documented, recommending to each teacher, specific behaviors, methods and processes for altering, or modifying instructional behaviors and processes to incorporate and implement the Danielson Framework in all classroom situations. A room is dedicated to Talent Management and one Assistant Principal is assigned to staff that room and to be available throughout the calendar year to assist pedagogical staff in their struggles to adjust to and implement this new homeostasis.
- Coaches in particular disciplines will be used throughout the year.
- With regard to the MSCD's primary mission, and with the current recession and generally negative economic outcomes in mind, we will focus on re-examining skills and behaviors students will find valuable in locating and maintaining employment, with some focus on new technologies and networking methodologies.

### Strategies to increase parental involvement

#### 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. 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 school committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of students by:

- 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;
- 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;
- Providing multiple parent information sessions;
- Providing information to parents in multiple languages and in multiple forms, i.e. phone calls, email, newsletter, postcards, letters, Parent Handbook ;
- Providing regular and timely information to parents about student progress;
- Providing functional homework activities to bridge the home/school learning gap;
- Providing trainings for parents involving student progress, SESIS, ARIS, & specific curricular programs;
- Ensuring that parent contact information is current;
- Providing families in increased decision-making opportunities;
- Utilizing the Parent Coordinator as a link between school & home through establishment of the Parent Resource Room, online communications and the Parent Newsletter;
- Assisting families in visiting outside agencies;
- Providing adult education and career development opportunities.

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 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 751M's program. The school will maintain this information.

In developing the Parent Involvement Policy, parents and parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed 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;
- support school-level committees that include parents who are members of the School Leadership Team and Parent-Teacher Association. 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., student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;

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

- 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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The NCLB focuses on four areas to attract and retain Highly Qualified teachers.

- Certification Reform
- Compensation Strategies
- Recruitment
- Professional Development

Since the school has no influence on the first three strategies, our focus is on professional development.

- The No Child Left Behind act has some very specific guidelines for Professional Development with regard to attracting and retaining Highly Qualified teachers. For example, funds can be used to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities. Yet, one-day, or short term workshops or conferences are no longer considered acceptable professional development experiences. Therefore, our plan is to:
  - Assure that all activities are referenced to student learning.
  - Use data to make decisions about the content and type of activities that constitute professional development.
  - Assure that professional development activities are based on research-validated practices
  - Create a long term plan that provides focused and ongoing professional development with time well allocated
  - Assure that Professional Development is aligned with state standards and, assessment and district curriculum.

**Service and program coordination**

- We actively collaborate with ACCES-VR, with AHRC, with LDANYC, with YAI, with ICD, and with over eighteen individual community-based vocational internship sites (CBVI) located throughout Manhattan and the Bronx

**Budget and resources alignment**

- OTPS
- Administrators / Inquiry Teams
- Teachers/Data Specialist
- Teacher/Special Education Liaison
- Parents/Guardians
- Students
- Parent Coordinator
- District 75 Coaches

## Annual Goal #5 and Action Plan

### Annual Goal #5

- By June 2012, there will be improved proficiency in ELA and math as evidenced by successful completion of tasks aligned to the CCLS.

### Comprehensive needs assessment

- Applicable NYS/NYC Common Core Learning Standards require that all students have an ELA based culminating project as well as a Mathematics based culminating project; said projects are due in June, 2012. This requirement of two distinct culminating student projects is also set forth within the rubric of the Talent Management Pilot, of which MSCD is a participant. These two individual academically based projects will form a component of the student's overall Student Learning Portfolio. Recent research indicates that Student Learning Portfolios provide a richer, picture of student performance, progress and achievements in all areas than can be gained from more traditional and objective forms of assessment.

### Instructional/strategies

- There will be a series of informal observations geared, not toward measuring proficiency, but toward assisting particular teachers in aligning with the most up-to-date, research based methodology and pedagogy. The informal observations are copiously documented, recommending to each teacher, specific behaviors, methods and processes for altering, or modifying instructional behaviors and processes to incorporate and implement the Danielson Framework in all classroom situations. A room is dedicated to Talent Management and one Assistant Principal is assigned to staff that room and to be available throughout the calendar year to assist pedagogical staff in their struggles to adjust to and implement this new homeostasis.
- Coaches in particular disciplines will be used throughout the year.
- PDs will be conducted for all staff, will reinforce the general, rather than the particular, and will be given on three dates during the year.

### Strategies to increase parental involvement

#### PARENT INVOLVEMENT POLICY (PIP)

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- 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;
- 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;
- Providing multiple parent information sessions;
- Providing information to parents in multiple languages and in multiple forms, i.e. phone calls, email, newsletter, postcards, letters, Parent Handbook ;
- Providing regular and timely information to parents about student progress;
- Providing functional homework activities to bridge the home/school learning gap;
- Providing trainings for parents involving student progress, SESIS, ARIS, & specific curricular programs;
- Ensuring that parent contact information is current;
- Providing families in increased decision-making opportunities;
- Utilizing the Parent Coordinator as a link between school & home through establishment of the Parent Resource Room, online communications and the Parent Newsletter;
- Providing Title III and other culturally related activities;
- Providing adult education and career development opportunities.

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 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 751M's program. The school will maintain this information.

In developing the Parent Involvement Policy, parents and parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed 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;
- support school-level committees that include parents who are members of the School Leadership Team and Parent-Teacher Association. 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., student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;

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

- 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.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

The NCLB focuses on four areas to attract and retain Highly Qualified teachers.

- Certification Reform
- Compensation Strategies
- Recruitment
- Professional Development

Since the school has no influence on the first three strategies, our focus is on professional development.

- The No Child Left Behind act has some very specific guidelines for Professional Development with regard to attracting and retaining Highly Qualified teachers. For example, funds can be used to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities. Yet, one-day, or short term workshops or conferences are no longer considered acceptable professional development experiences. Therefore, our plan is to:
  - Assure that all activities are referenced to student learning.
  - Use data to make decisions about the content and type of activities that constitute professional development.
  - Assure that professional development activities are based on research-validated practices
  - Create a long term plan that provides focused and ongoing professional development with time well allocated
  - Assure that Professional Development is aligned with state standards, assessment and district curriculum.

**Service and program coordination**

- Coordination for the ELA and the Mathematics culminating projects is with the NYS/NYC Common Core Learning Standards rubric as well as the Talent Management Pilot rubric. Professional development offered by both the NYCDOE and District 75 will facilitate design and implementation of the two culminating projects.

**Budget and resources alignment**

- OTPS
- Administrators / Inquiry Teams
- Teachers/Data Specialist
- Teacher/Special Education Liaison
- Parents/Guardians
- Students
- Parent Coordinator
- District 75 Coaches

## 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	9	9	9	9	9	0	0	n/a
10	22	22	22	22	22	0	0	n/a
11	21	21	21	21	21	0	0	n/a
12	202	202	202	202	98	50	50	n/a

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

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	The Wilson Reading System, Achieve 3000 and conferencing. Achieve 3000 is a District 75 approved program designed to enhance student comprehension. The program addresses reading comprehension, vocabulary and fluency. Instruction is designed to address learning strategies for ELL students. While Achieve 3000's emphasis is on higher order subskills of vocabulary, fluency and comprehension, the program provides opportunities to reinforce emergent reader skills by integrating phonics and phonemic awareness into the program. Small group instruction is delivered 5x weekly during the literacy block. Wilson Reading Systems develops basic literacy skills through a phonics-based approach. It is delivered during the school day, individually and in small group settings by Wilson certified ELA staff
<b>Mathematics</b>	Small group instruction 5x weekly during the math block, using FACES and Orchard Learning curriculum – both are functional, vocationally based programs with a focus on instruction of time, measurement and money. Mathematics is infused in all exploratory and offsite classes and interfaced with real world applications such as measurement of materials in woodshop [and culinary arts; money management and technology.
<b>Science</b>	Science instruction combines hands-on vocational training and explicit instruction with every-day science concepts relevant to possible careers. The cooking teacher uses breakout sessions to explain acidity of baking soda/brown sugar in recipes. Science AIS is delivered in small groups, and in extra class sessions, during teacher's admin periods and donated prep times.
<b>Social Studies/Global Applications of Technology</b>	Social Studies is infused in all exploratory classes as well as technology classes. Shop teachers coordinate Social Studies concepts with real world applications. For example, "Where does lumber come from?", "What are rain forests?" This is carried through in off-site programs. It is delivered in small groups and in extra class sessions, during teacher's administrative periods and donated prep periods. The technology classes, and especially the AIS Global Applications of Technology pullouts, focus on the rapid deployment of technologies in all walks of life and in the increasing use of technologies in employment situations from dispatch delivery trucks to using smart phones as GPS devices to locate under street water and electrical systems.
<b>At-risk Services provided by the Guidance Counselor</b>	Women's and Men's groups meet weekly to discuss topics related to academic growth, attendance, punctuality, responsibility, self-determination, self advocacy, life skills, positive self esteem and relationships.

<b>At-risk Services provided by the School Psychologist</b>	<b>N/A</b>
<b>At-risk Services provided by the Social Worker</b>	Women's groups meet weekly to discuss topics related to academic growth, attendance, punctuality, responsibility, self-determination, self advocacy, life skills, positive self esteem and relationships
<b>At-risk Health-related Services</b>	<b>N/A</b>

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## Strategies to increase parental involvement

### Parent Involvement Policy (PIP)

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- 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;
- Providing an interpreter at all parent meetings.

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 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 751M's program. The school will maintain this information.

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- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's;

- support school-level committees that include parents who are members of the School Leadership Team and Parent-Teacher Association. 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., student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;

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

- 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.**

**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 <b>Gary Hecht/Ketler Louissant</b>	District <b>75</b>	Borough <b>Manhattan</b>	School Number <b>751</b>
School Name <b>MSCD Manhattan School For Career Develop</b>			

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

Principal <b>Ewa Asterita</b>	Assistant Principal <b>Lawrence Rolla</b>
Coach	Coach
ESL Teacher <b>Teresa Lee</b>	Guidance Counselor
Teacher/Subject Area <b>Josefina Marmolejos/Bil</b>	Parent <b>Deborah Williams</b>
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other <b>Thomas Rosa/Dean</b>
Network Leader	Other

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

### D. School Demographics

Total number of students in school	<b>275</b>	Total Number of ELLs	<b>59</b>	ELLs as share of total student population (%)	<b>21.45%</b>
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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. 

All English Language Learners (ELLs) or Limited English Proficient students (LEPs) are identified and referred to 751M by the CSE (Committee on Special Education). The CSE evaluates and assigns them to Freestanding ESL, Dual Language or Transitional Bilingual Education programs. Dual Language Programs are not offered at MSCD at this time. As part of the intake process at the CSE, parents complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language, as well as in English. When the HLIS shows the student speaks another language, that student becomes eligible to take the Language Assessment Battery (LAB-R). When the LAB-R is given and the potential ELL falls below the cut score, then the student is designated for ESL or Bilingual services. If the student's home language is Spanish and they do not pass the LAB-R, then the Spanish LAB is administered. When students are not evaluated by the CSE, ELL identification becomes the responsibility of the school. When a home language survey is not available, e.g. the student has missing records or is from out of state, the HLIS is done at the school and the LAB-R is administered if necessary. MSCD has two certified ESL teachers who handle this process: Teresa Lee, who is fluent in Korean and English and Thomas Rosa, the Dean, who is fluent in Spanish and English. They confer weekly with the Pupil Accounting secretary to get information about newly enrolled students and verify their home languages. When a Spanish LAB needs to be administered MSCD has three certified Bilingual Spanish teachers available to give it: Oscar Marmolejo, Josefina Marmolejo or Raul Padilla. This procedure is done only once within two weeks after enrollment as per NYS guidelines (<http://www.p12.nysed.gov/biling/bilinged/faq.html#language2>), ideally 10 business days (<http://schools.nyc.gov/Offices/District75/Departments/ELL/default.htm>). The ESL staff also identify students eligible for the LAB-R by printing a report called the RLER. It is accessible through Automate the Schools (ATS) and lists all students who should take the LAB-R as well as the New York State English as a Second Language Achievement Test (NYSESLAT). In addition the RLAT (NYSESLAT grades from last three years) report is printed out along with our list of our ELLs from the compliance binder. LEPs at 751M are evaluated annually using NYSESLAT. The following pedagogues make up our NYSESLAT team: ESL teachers Teresa Lee and Thomas Rosa, and Bilingual teachers Josefina Marmolejo, Oscar Marmolejo and Raul Padilla. Letters are sent home to all eligible students informing them of the test schedule. All of the ESL staff are included in this process. Ms. Teresa Lee and Mr. Thomas Rosa, who are both ESL certified teachers handle most of the testing at the school. Ms. Lee, who is itinerant, tests the students on her caseload. Mr. Rosa assists by testing many of the ELLs at the school's main site. He does so with help from Ms. Josefina Marmolejos, who is Bilingual certified, in addition to Ms. Lee. Ms. Marmolejos tests her Bilingual students exclusively and then opens her classroom to test other ESL students, assisting Ms. Lee and Mr. Rosa. Oscar Marmolejos, Bilingual certified, tests the students at our Teachers College, Columbia University work site. His site also serves as a testing center for other MSCD work sites in the area including: Barnard College (Columbia University) and the 369th Armory (in Harlem). When students are absent during the initial testing period, phone calls are made to their homes. If they do not return in time, they are invited to go to the MSCD main site, 113 E. 4th Street New York, NY during the make up period in the month of May. Raul Padilla, who is Bilingual Certified, handles the testing of ELLs at our inclusion program at Humanities High School. When needed, he serves as a test proctor for other students by coming to the main site if the other teachers are not available; e.g. attending professional development or prolonged absence. To ensure parents understand our programs, Thomas Rosa, ESL teacher, addressed them at our first PTA meeting on October 1, 2011. Follow up letters are subsequently mailed informing parents of ELLs of their child's placement in ESL or Bilingual programs as well as the benefits and execution of each at MSCD. Parents who have questions are invited to come back to the school to discuss them with the principal or ESL staff. In addition, parent teacher conferences and PTA meetings also serve as arenas for parent inquiries.

# 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 <input type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish
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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)					0									0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	59
SIFE	5	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	23

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	4	1	0	1	1	0	6	0	0	11
Dual Language										0
ESL	15	0	0	16	2	0	17	0	0	48
<b>Total</b>	<b>19</b>	<b>1</b>	<b>0</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>59</b>

Number of ELLs in a TBE program who are in alternate placement: 2

### 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											2		9	11
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
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>11</b>									

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	4	6	35	47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	2	4	7	35	48

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Our Freestanding ESL program for students grades 9-12 consists of is a push-in/pull-out collaborative model. Our Bilingual classes are self-contained and work sites. All our ELLs are grouped heterogeneously with mixed proficiency levels. 751M maintains an instructional program that addresses the language and cultural needs and strengths of ELL students with disabilities administered by State Certified ESL and Bilingual teachers. Our programs meet the CR Part 154 mandates. In addition to CR Part 154 mandates instructors make use of the following internet accessible, researched based programs in lesson planning and IEP goal writing: Achieve 3000 (five step literacy program based on individual reading and writing levels), The Unique Curriculum (for planning across content areas) and the Scantron Achievement Series (for quarterly assessments, goal development and testing in ELA and Mathematics). All classroom instruction incorporates ESL methodologies such as Total Physical Response, Language Experience, Natural Approach, Cooperative Learning and Cognitive Academic Language Learning Approach. Our services meet NYS standards. Instructors incorporate hands-on learning-by-doing lessons in which students encounter language in real-life scenarios and activities, including the development work readiness skills. Individualized attention is given for reading, writing, speaking, and listening. All work is differentiated based on the IEP mandates. ESL instructors use many literacy techniques such as chunking and semantic maps to help students build their vocabularies, comprehension and inference skills. LEPs are evaluated in their native languages in different ways. In the Bilingual classroom, the teacher conducts ongoing assessments with the assistance of Spanish speaking paraprofessionals. Student work is collected in portfolios. The teachers scaffold students' learning based on the work collected. SIFE students are given many incentives to come to school. They are invited to participate in our Title III program, along with all ELLs. They also receive AIS and have access to a wide array of shops and activities at the school to enhance their learning experiences and promote more interest in school. These shops include bike repair, wood shop, graphic arts and culinary arts. Some of the activities offered are Positive Behavioral Intervention and Supports (PBIS) trips, access to the school store, monthly assemblies, lunch-time recreational activities such as music creation, dance, chess, career exploration and sports. New ELLs between 0-3 years are tested using the NYSESLAT. Once their grades are posted, the ESL team, which consists of two certified ESL teachers and three certified Bilingual teachers develops an action plan to address their needs. For example, students who score low on the writing portion of the exam will be given more support in the school via technology, such as the iPad (Pearson Grammar Prep, Dragon Dictation and Flashcard creator). These students' progress will be monitored yearly by referencing the RMNR report which gives the NYSESLAT test results for each modality: speaking, listening, reading and writing. LEPs in the 4-6 year range receive more intensive interventions. In addition to the mandated hours of English language instruction as per CR 154, they also receive AIS via after school activities such as homework help and a job club, funded by VTEA. Long term ELLs continue to receive ESL services as they transition to the Manhattan Transition Center (751M work sites), which offers intensive vocational training as well as assistance with adult agency contact. This year, every worksite has been equipped with laptops or desktops as well as internet access for the staff and students. The ESL teacher continues to build the LEPs functional English language skills through push-in and pull-out instruction with special emphasis on

## A. Programming and Scheduling Information

work readiness (e.g. interviewing skills, resume writing, filling out applications).

All classroom instruction incorporates ESL methodologies such as Total Physical Response, Language Experience, Natural Approach, Cooperative Learning and Cognitive Academic Language Learning Approach. Our services meet NYS standards. Instructors incorporate hands-on learning-by-doing lessons in which students encounter language in real-life scenarios and activities, including the development work readiness skills. Individualized attention is given for reading, writing, speaking, and listening. All work is differentiated based on the IEP mandates. ESL instructors use many literacy techniques such as chunking and semantic maps to help students build their vocabularies, comprehension and inference skills. In addition to CR Part 154 mandates instructors make use of the following internet accessible, researched based programs in lesson planning and IEP goal writing: Achieve 3000 (five step literacy program based on individual reading and writing levels), The Unique Curriculum (for planning across content areas) and the Scantron Achievement Series (for quarterly assessments, goal development and testing in ELA and Mathematics).

751M has inclusion programs at Fashion and Humanities High Schools. Raul Padilla, who is certified in Bilingual and Special Education with a Bilingual extension, is assigned to Fashion High School. The ELLs receive ESL services through him and have a paraprofessional who assists them in their classes throughout the day. The ELLs participate in all NYS general curriculum with testing accommodations and take state examinations when applicable. LEPs at Humanities High School are the responsibility of the 751M ESL teacher. All ELLs are invited to participate in our Title III program.

### 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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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?

MSCD uses the following targeted intervention programs for ELLs: Achieve 3000, Scantron Achievement Edition and the Unique Curriculum for all ELLs. For new LEPs we use the Wilson Reading System which is multi-sensory and geared at developing decoding and spelling. Students who have been in ESL for 4-6 years make use of the High Noon Reading Comprehension and Reading Fluency series which uses high-interest passages appropriate for students reading below grade level. Long-term ELLs use all of the above interventions as well as vocational training at MTC, continued ESL services as per their IEPs and a common core standard work-based curriculum that aligns with NYS standards including CDOS (Career Development and Occupational Studies).

Students who are EP (English Proficient), score a passing grade in all modalities on the NYSESLAT will continue to receive amended services for two more years at 751M. As all ELLs they are encouraged to continue participating in our Title III activities. EPs also have

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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There are thirty iPads, in addition to laptops and desktop computers, that are used to support ELLs in the classrooms and at MTC. This year every worksite has been equipped with internet access and a laptop/desktop/iPad for staff and student use. The itinerant ESL teacher Ms. Lee has been issued an iPad. Some of the apps used for instruction are Learn English With the New York Times (vocabulary/audio texts), Johnny ESL (listening and speaking skills), Pearson Grammar Prep, Dragon Dictation (powerful talk to text software), Videolicious (create 50 second documentaries), Flashcard creator (images and text), Word Faucet (build schema), My First Words (developing vocabulary), Outliner (scheduling, creating lists, getting organized) and Word Avalanche (word making game). Some of the software programs used to promote their language acquisition are Comic Life (digital photos with text effects and captions), Photo Shop Elements (photo editing, create albums), iPhoto (create slideshow/timelines), iMovie (movie creation with professional elements) and Garageband (voice recording software and music creation, also used for creating karaoke tracks to build vocabulary).

Native language support is provided in TBE (Transitional Bilingual Education) as per the state mandates, 45 minutes per day across varying content areas including Math, Social Studies and Science. ESL students receive native language opportunities through the internet, Spanish language books and audio books in the library, multicultural events and school activities and our Title III Program, where there is often a mixture of parents and students who speak different languages. As mentioned above, all services support and resources support ELLs. The curriculum (Unique) and assessments (Achieve 3000, Scantron Achievement edition) are research based and appropriate for 9-12 grade classes. The reading materials are leveled and age appropriate (Wilson Reading System, High Noon Reading, Reading Comprehension and Fluency Books). The class sizes are smaller at a 12:1:1, with one teacher and paraprofessional as per the students' IEPs. Newly enrolled ELLs do not receive assistance other than the information furnished by the Parent Coordinator during the enrollment process. 751M runs on a twelve month program, with a majority of the students working for the Summer Youth Employment Program.

## B. Programming and Scheduling Information--Continued

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Students who are EP (English Proficient), score a passing grade in all modalities on the NYSESLAT will continue to receive amended services for two more years at 751M. As all ELLs they are encouraged to continue participating in our Title III activities. EPs also have many program options. They may choose inclusion classes at Fashion or Humanities High Schools. They are offered a GED program sponsored by ICD (International Center for the Disabled); which is an affiliate of MSCD and also a sponsor of one of our worksites; Goodwill Industries. They also may continue at MTC and to explore vocational opportunities and find meaningful employment. As a new initiative, EPs will be invited to join and lead book clubs at the school. They will come to the main site weekly, on Friday mornings, to read and discuss books with the ESL teachers and their students. ESL teachers will serve as facilitators. The ESL teacher will observe which students have a better rapport with each other and create opportunities for them to work together. Another new initiative is the ESL scholars program. EPs will serve as mentors for current ELLs of all levels. ELLs will make worksite visits with their mentors to observe the MTC program and build their communicative skills. There are no ELL programs that are being discontinued at this time, rather programming is being enhanced. ELLs are given the same access to our programs at the main site and at MTC. At the main site they participate in various shops/classes for one semester, from September-January and then switch for the second semester, from February- June. The shops/classes offered are: Bike Repair, Woodshop, Graphic Arts, Math/Science, Health and ELA through the content areas, including Art. 751M will be offering after school programming to supplement ELL English learning including: AIS, Music Creation and Songwriting as well as Bike Repair. ELLs at MTC receive equal access to job opportunities. A certified teacher provides services to them as per their IEP mandates and tests them annually. When a Bilingual student in a vocational program, an alternate placement paraprofessional is assigned to him if a certified Bilingual teacher is not assigned to his site.

There are thirty iPads, in addition to laptops and desktop computers, that are used to support ELLs in the classrooms and at MTC. This year every worksite has been equipped with internet access and a laptop/desktop/iPad for staff and student use. The itinerant ESL teacher Ms. Lee has been issued an iPad. Some of the apps used for instruction are Learn English With the New York Times (vocabulary/audio texts), Johnny ESL (listening and speaking skills), Pearson Grammar Prep, Dragon Dictation (powerful talk to text software), Videolicious (create 50 second documentaries), Flashcard creator (images and text), Word Faucet (build schema), My First Words (developing vocabulary), Outliner (scheduling, creating lists, getting organized) and Word Avalanche (word making game). Some of the software programs used to promote their language acquisition are Comic Life (digital photos with text effects and captions), Photo Shop Elements (photo editing, create albums), iPhoto (create slideshow/timelines), iMovie (movie creation with professional elements) and Garageband (voice recording software and music creation, also used for creating karaoke tracks to build vocabulary).

Native language support is provided in TBE (Transitional Bilingual Education) as per the state mandates, 45 minutes per day across varying content areas including Math, Social Studies and Science. ESL students receive native language opportunities through the internet, Spanish language books and audio books in the library, multicultural events and school activities and our Title III Program, where there is often a mixture of parents and students who speak different languages. As mentioned above, all services support and resources support ELLs. The curriculum (Unique) and assessments (Achieve 3000, Scantron Achievement edition) are research based and appropriate for 9-12 grade classes. The reading materials are leveled and age appropriate (Wilson Reading System, High Noon Reading, Reading Comprehension and Fluency Books). The class sizes are smaller at a 12:1:1, with one teacher and paraprofessional as per the students' IEPs. Newly enrolled ELLs do not receive assistance other than the information furnished by the Parent Coordinator during the enrollment process. 751M runs on a twelve month program, with a majority of the students working for the Summer Youth Employment Program.

## D. Professional Development and Support for School Staff

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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In addition to the above listed workshops, our staff also attends literacy, class management, Positive Behavior Intervention Support and Talent Management workshops.

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## D. Professional Development and Support for School Staff

### 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)?

Paste response to questions 1-5 here

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3. How do you evaluate the needs of the parents?
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Parental involvement is crucial for the successful transition of our students into the workforce. Our principal, Ms. Ewa Asterita has provided many opportunities for the parents to visit the school and get information about their children including: monthly coffee meetings, IEP conferences, and PTA meetings catered with food prepared by our culinary arts students. There is a new PTA board this year with a new President, Deborah Williams, new Co-Secretary Shiela Torres and Co-Secretary Margaret Amalfitano and Treasurer Devin Mayen. Ms. Williams and Miss Mayen both have students who are in their second year in the school and have taken an interest in getting more involved on how the school operates. They have influenced other parents such as Mamady Kaba, the mother of a first year student, to get involved on the Student Leadership Team (SLT). In addition to parental involvement, 751M has networked with many Community Based Organizations that provide workshops and services for ELL parents including: Goodwill, YAI, Contemporary Guidance Service, AHRC, LDANYC. Parent needs are evaluate via the school survey, IEP conferences, Parent Teacher Conferences, telephone and during walk throughs of the school. Out parental activities address the needs of our students by giving them the information they need and connecting them with the services that they need. Level One vocational assessments are done annually to assess student interest and parent needs. This information is crucial toward planning for students' transition from our program, post graduation, to the workforce. The Parent Coordinator and school staff work as a team to connect parents with Medicaid Coordinators, agencies and employers. This is a vital process that empowers families by providing our students the most independent lifestyle possible based on their individual abilities.

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are improving on their speaking and listening abilities but need more structures to develop native-like reading and writing. However, this data does not totally reflect our students' abilities. Many of them must read signs and instructions at their work sites daily (e.g. the 69th

## 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

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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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	1	1	2
	I										0	1	3	19
	A										2	2	3	7
	P										0	1	0	2
READING/ WRITING	B										1	3	5	16
	I										1	2	2	13
	A										0	0	0	1
	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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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	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.

Our assessment for 751M SWDs is the NYSESLAT. We use the RMNR (NYSESLAT combined modality report) to track student progress across proficiency levels and grades. Most of our students are doing better on the speaking and listening portions of the exam than the reading and writing. Twenty-three out of 49 ELLs have scored intermediate on the speaking and listening modalities and twenty-five have scored beginning on the reading and writing modalities across all grade levels. This trend is more prevalent with our 12th graders. Nineteen

## Additional Information

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## Part VI: LAP Assurances

<b>School Name: <u>751M</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ewa Asterita	Principal		
Lawrence Rolla	Assistant Principal		
	Parent Coordinator		
Teresa Lee	ESL Teacher		
Deborah Williams	Parent		
Thomas Rosa/Dean	Teacher/Subject Area		
Josefina Marmolejos/Bil	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75M751 School Name: Manhattan School For Career Develop

Cluster: District 75 Network: 5

**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.

During the initial student admission/intake, the parent is asked to complete the Home Language Identification Survey (HLIS) in their native language, if this is the child's first time entering a New York City Department of Education school. On the HLIS document, a parent is requested to indicate their preferred language in receiving oral communication and written information from the school. Consequently, all parents have been surveyed and have been contacted by the Parent Coordinator to determine the language requirements for documents that need to be sent home. In addition, interpretation services will be provided as it is needed in the 15 foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone with any of the translation or interpretation needs of the ELL parents. During the intake registration process the preferred written and oral language of family and student is obtained. Through the Model Transition Project extensive home visits are conducted including informal language surveys. The MTP and Parent Coordinator collaborate to provide a series of workshops, these include outreach phone calls to parents. In addition, we developed extensive approach using flyers, newsletters, and Voice Shot Bilingual Messaging.

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 population at our school, MSCD, consist of ELL learners who are mostly Hispanic. Our school profile consists of 50 % parents/guardians who are Spanish/Bilingual. The school's written and oral translation needs for Spanish were found to be met. In addition, the New York City Department of Ed provides the translation and interpretation unit for written and oral translation needs for ELL students whose native language is other than Spanish. A notice was sent home explaining why all documents were in two languages. We have staff available to interpret all present language needs of the school. The school community was informed about the findings through the LAP and parent-teacher conferences. Moreover, emergency cards are noted in the preferred language of the parent/guardian. The IEP conferences are also done in the preferred language of the parent/guardian utilizing the translation and interpretation services of the school.

## Part B: Strategies and Activities

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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.

Written translations are provided by DOE Translation & Interpretation Unit, and our in-house school staff. Three of our certified ELL teachers are capable of doing the translation. The additional staff who can also provide the service consist of: the Parent Coordinator, the Dean, the Bilingual Counselor, the School Psychologist, and numerous Paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL students will guarantee that the translated document to parents are received in the timely manner. With our ELL parents needing written translation, in a language other than Spanish, we ascertain, if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This service will translate the written notices to the parents, in a most timely fashion. All notices are mailed home in the appropriate languages. .

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

Oral interpretation are provided by DOE Translation & Interpretation Unit, and our in-house school staff. Three of our certified ELL teachers are capable of doing the interpretation. The additional staff who can also provide the service consist of: the Parent Coordinator, the Dean, the Bilingual Counselor, the School Psychologist, and numerous Paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL students will guarantee that the interpretation services for parents are done in the timely manner. With our ELL parents needing oral interpretation, in a language other than Spanish, we ascertain, if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This action is available through a 3-way phone conversation or persons arriving at the school for oral interpretation needs.

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 Bill of Parental Rights and Responsibility is available and posted in the main lobby, main office and in key locations throughout our facility at MSCD. In addition, our school provides safety plan for parental information. If these forms are not available in the parent's native language, a special request will be placed with The Translation & Interpretation Unit. The complete information about the ELL department is available for parents via the DOE link. The Translation & Interpretation Unit will be contacted for translation of other languages.

## 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: 751M	DBN: 75M751
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissant
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:
Total # of ELLs to be served: 12 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

## 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: 751M is a vocational high school in District 75 whose mission is “to promote a challenging educational and community based work experience, with equity of access that will enable all students to become integrated, productive members of a multicultural society.” Finding employment during these hard economic times is difficult. Getting a job with limited English language skills is even harder. Research shows that ELLs acquire basic interpersonal communication skills (BICS) in 1-2 years but take 5-7 years to develop cognitive academic language proficiency (CALP); with direct teaching of the language in the academic context (Cummins 1979, 1981). This process takes longer for some of our ELLs due to their cognitive levels which range from LD (Learning Disabled) to ID (Intellectually Disabled). Most of our students are at the conversational English stage. We will bridge this gap through our 2011-2012 Title III program called LOE (The Language of Employment: Everything you need to know, say and do to prepare for employment in the 21st Century). This program will be administered by 1 certified ESL teacher, 1 paraprofessional, 1 supervisor and a secretary. The language of instruction will be English only. LOE is a 12-week intensive program designed to help ELLs and their parents develop the skills necessary to find gainful employment. Sessions will be conducted twice a week at our main campus on Tuesdays from 3:00PM-5:00PM and Thursdays from 3:00PM-5:00PM; starting Tuesday January 10, 2012 and ending Thursday April 5, 2012. The areas of concentration are: employment vocabulary, interest assessment, resume writing, job searching, job interview protocols, professional attire, entrepreneurship, do now jobs (e.g. packing bags at the supermarket), and using the internet for information and understanding. All sessions will be suited to the students’ intellectual abilities as per their IEPs in ways that are responsive to their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Twelve students will participate in LOE ranging from grades 10-12. This is aligned with their IEP mandates for a 12:1:1 classroom. The sessions will take place at our main campus on E.4th street in our state of the art computer lab, room 402, furnished with new MacIntosh desktop computers with internet access. In addition, three Ipad2 tablets (for group instruction, 3 groups of 4) will be purchased to introduce the students and their parents to the new platform for accessing information; touch screen devices. Students and parents will use Career Zone (<http://www.nycareerzone.org/>), from the NYS Department of Labor, to assess their skills and interests and to search for jobs in NY. Through the iPads they will make use of various apps that build language skills and relate to employment including: Learn English With the New York Times (vocabulary/audio texts), Johnny ESL (listening and speaking skills), Pearson Grammar Prep, Dragon Dictation (powerful talk to text software), Flashcard creator (images and text), Word Faucet (build schema), My First Words (developing vocabulary), Outliner (scheduling, creating lists, getting organized), Word Avalanche (word making game), Audio Job Interview, Job Interview Cheat Sheet, Pocket Resume, Snag a Job, Job Search, Interview Wow, ESL Expeditious English, 100 ways to make \$100 (Make Money Tips), Speak Business English I and II and What is your ideal job? These are the

## Part B: Direct Instruction Supplemental Program Information

expected outcomes of LOE: students will increase their career schema, learn how to access information relating to employment using the internet, be able to navigate through the interview process and understand interview protocols, identify the skills set they already have and define the skills they will need to acquire in order to get into their desired career. The end product of our program will be the creation of a Vimeo.com series called LOE at MSCD. Students and parents will create a how to get a job series featuring job search strategies, mock interviews, proper business attire (appropriate to your industry), how to access information via desktops/laptops/iPods/smart phones, how to find/establish an internet signal at home and more; depending on participant input. The Vimeo show will be a resource they can access beyond the Title III program. Student progress will be assessed by the Title III team using rubrics created in line with the Common Core Standards

([http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/)), Talent Management Pilot

([https://learn.arisnyc.org/ia/tag.6c7b14758e6fcb51.render.userLayoutRootNode.target.n8.uP?\\$orpath=/course/showcourse&id=391&whence=usearch&uP\\_root=n8](https://learn.arisnyc.org/ia/tag.6c7b14758e6fcb51.render.userLayoutRootNode.target.n8.uP?$orpath=/course/showcourse&id=391&whence=usearch&uP_root=n8)) and student IEPs. Finally, all Title III participants will play various roles in the development of the web series. Some will be actors. Others will man the cameras, edit clips and create soundtracks (using Logic, MacIntosh sound editor). To support our videography, Final Cut Pro will be ordered for video editing.

### References

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. "Review of Educational Research," 49, 222-251.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In "Schooling and language minority students: A theoretical framework."

Csikszentmihalyi, M. (1997). FINDING FLOW: THE PSYCHOLOGY OF ENGAGEMENT WITH EVERYDAY LIFE. New York: Basic Books.

Danielson, C. (1996). ENHANCING PROFESSIONAL PRACTICE: A FRAMEWORK FOR TEACHING. Alexandria, VA: Association for Supervision and Curriculum Development. ED 403 245.

Sternberg, R. J., Torff, B., & Grigorenko, E. L. (1998). Teaching triarchically improves student achievement. JOURNAL OF EDUCATIONAL PSYCHOLOGY, 90(3), 374-384. EJ 576 492.

Vygotsky, L. (1986). THOUGHT AND LANGUAGE. Cambridge, MA: MIT Press.

### Part C: Professional Development

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

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

Begin description here: "Professional development in culturally diverse schools assumes that combining content, ESL, and bilingual teachers would make complementary knowledge and perspectives available to everyone" (Adger & Clair, 1999; Clair, 1998; Gonzalez & Darling-Hammond, 1997). This exchange of knowledge is the benchmark for a successful Title III program. The ESL Teacher (Thomas Rosa), Paraprofessional, and Administrator (Lawrence Rolla) will participate in 6 PDs on the following Wednesdays from 3:00PM-5:00PM: 1/11/12, 1/25/12, 2/08/12, 2/29/12, 3/14/12 and 3/28/12 . The topics include: 1) Introduction to the SIOP Model (Sheltered Instruction Observation Protocol; to establish a methodology for teaching content to ELLs) 2) Level I Vocational Assessments (matching student interests with their skills), 3) Resume Writing With Students With Disabilities (strategies, tools, technology, getting students to clearly articulate their goals), 4) Proper Business Attire (what to wear and resources on where to shop), 5) Employment Opportunities for Students With Special Needs and 6) Creating Viable Work Experiences Inside and Outside the School. The ESL teacher, Thomas Rosa will present sessions 1, 2 and 4. The Assistant Principal, Mr. Rolla will present sessions 3, 5 and 6.

#### References

Adger, C.T., & Clair, N. (1999, July). "Professional development for implementing standards in culturally diverse schools." Paper presented at an invitational conference sponsored by the National Educational Research Policy and Priorities Board, the Office of Educational Research and Improvement, and the Office of Bilingual Education and Minority Languages Affairs, Washington, DC.

Gonzalez, J.M., & Darling-Hammond, L. (1997). "New concepts for new challenges: Professional development for teachers of immigrant youth." McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.

### Part D: Parental Engagement Activities

### 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: Students and their caretakers need to be familiar with how to access job information and how to use technology to find employment during these hard economic times. Therefore the parents of our 12 ELLs will be invited to participate alongside their children. Some parents at our last PTA meeting and during our Parent-Teacher conferences expressed an interest in learning how to use the internet. LOE (Language of Employment) will furnish them with an opportunity to do so. Each LOE session will be documented and set up as a Vimeo.com series at the conclusion of the program. This way, parents and students will be able to review and access all of the information given. The Title III team will collaboratively lead each session. Parents will be notified about Title III programming via Maria Ayala, our Parent Coordinator as well by the Title III team using school messenger (automated calling system), written correspondence (in English and their home languages) and when they visit the school.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8,195.5	1 Administrator: $\$52.39 \times 48 \text{ hours (instruction)} = \$2,514.72$  1 Teacher: $\$50.06 \times 48 \text{ hours (instruction)} = \$2,402.88$  1 Paraprofessional: $\$29.00 \times 48 \text{ hours (instruction)} = \$1,392$  1 Secretary: $\$30.85 \times 10 \text{ hours (during instruction)} = \$308.50$  Professional Development Component  1 Administrator: $\$52.39 \times 12 \text{ hours} = \$ 628.68$

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		1 Teacher: $\$50.06 \times 12 \text{ hours} = \$ 600.72$  1 Paraprofessional: $\$29.00 \times 12 \text{ hours} = \$ 348$
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1,857.63	Making Content Comprehensible for English Learners: The SIOP Model by Jana Echevarria, Maryellen Vogt, and Deborah J. Short, Pearson Publishing, 3rd edition, 2008 $\$43.13 \times 3 \text{ staff} = \$129.39$ source: <a href="http://www.amazon.com/Making-Content-Comprehensible-English-Learners/dp/0205518869">http://www.amazon.com/Making-Content-Comprehensible-English-Learners/dp/0205518869</a>  Bridges: Making the Transition from School to Work, Walch Education $\$15.00 \times 12 \text{ students} = \$180$ source: <a href="https://walch.com/cart.php?mode=checkout&amp;paymentid=1&amp;keep_https=yes">https://walch.com/cart.php?mode=checkout&amp;paymentid=1&amp;keep_https=yes</a>  Ipad2 $\$499 \times 3 \text{ (for 3 groups of 4 students)} = \$1,497$ source: <a href="http://store.apple.com/us/browse/home/shop_ipad/family/ipad/select">http://store.apple.com/us/browse/home/shop_ipad/family/ipad/select</a>
Educational Software (Object Code 199)	\$928.91	Final Cut Pro X (video editor for culminating project) \$299 Motion 5 (for Final Cut Pro) \$49 Compressor 4 (for Final Cut Pro) \$49 source:

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<a href="http://www.apple.com/finalcutpro/">http://www.apple.com/finalcutpro/</a>  Logic Studio (for pristine sound editing/soundtracks) \$499 source <a href="http://store.apple.com/us_smb_78313/product/MB795">http://store.apple.com/us_smb_78313/product/MB795</a>  iPod Apps: ESL Expeditious English \$0.99 Speak English I \$4.99 Speak English II \$4.99 Learning English With the NY Times \$2.99 Pearson Grammar Prep \$3.99 Audio Job Interview \$9.99 Job Interview Cheat Sheet \$0.99 Pocket Resume \$2.99 Interview Wow \$0.99 source: <a href="http://www.apple.com/mac/app-store/">http://www.apple.com/mac/app-store/</a>
Travel		
Other	\$269.20	Refreshments for parents
<b>TOTAL</b>	\$11,200	