



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P.35M: MANHATTAN HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75M035

**PRINCIPAL:** MARTA BARNETT      **EMAIL:** MROJO@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. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Marta Barnett	*Principal or Designee	
Francis Grant	*UFT Chapter Leader or Designee	
Beatrice Rodriguez	*PA/PTA President or Designated Co-President	
Tamika Jordan	DC 37 Representative, if applicable	
Eric Sykes	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jona Bacal	Member/ Assistant Principal	
Gavriel Berkovits	Member/Assistant Principal	
Michele Mitchell	Member/Teacher	
James Brockett	Member/Parent Coordinator	
Amanda Anderson	Member/ Student	
Roberto Cancel	Member/Counselor	
Patrick Glynn	Member/Teacher	

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

By June 2012, standardized assessment student in grade 9 will increase their scaled score reading level by 80 scale points as assessed through the EdPerformance Periodic Assessments.

### **Comprehensive needs assessment**

Child Assistance Program and Scantron were utilized to generate a baseline reading level for all students continuously enrolled at Manhattan High School for the 2010-2011 school year. Students in grades 10-11 had an average increase of 110 scaled points during the 2010-2011 school year as assessed on Scantron. Based on a review of New York Start, 73 percent of students scored a level 1 on their ELA assessment. The data indicates intervention for students new to high school in an effort to close the gap in achievement before students take Regents Examinations.

### **Instructional strategies/activities**

- a) Biweekly review of action plan implementation by School Leadership to evaluate targeted instruction.
- b) Weekly Inquiry Team (including AP and DS) will review current progress to determine movement from baseline and reestablish improved baseline.
- c) Monthly subject area teacher meetings to review progress towards meeting annual goal. The teachers will identify individual classes for target vocabulary instruction.
- d) Develop and provide weekly PD in effective instructional strategies in reading remediation. Professional development will be provided Wednesdays after school. Interventions will be monitored and evaluated during departmental meetings.
- e) Teachers collaborate to review student work and assessment progress to identify students at-risk of not achieving progress towards goal and determine the appropriate AIS program.
- f) Provide semi- weekly coach support to teachers in using the AIS programs for effective gains.
- g) Monthly professional development for school leaders (to include admin. Coaches, lead teachers) on using a protocol for walk-throughs to observe student work and teacher.
- h) Provide PD to teachers in developing student test taking skills.

### **Strategies to increase parental involvement**

- a) Monthly parent information and training sessions on understanding the new IEP and the Common Core Standards. Mailings and phone calls will be made to notify parents of upcoming events.
- b) Daily phone calls on student attendance.
- c) Information about school events will be disseminated through mailings, the school website and the use of the auto dialer.
- d) Professional development for parents provided by New York Cares, Single Parent Resource Center, and New York State Office of Children and Family Services.

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

The school strives to attract highly qualified teachers. All newly hired staff must meet the requirements created by the State of New York. Staff currently employed by the school receives regular professional development. Staff participates in weekly professional development focused on Common Core Standards, lesson planning, Danielson Teaching Framework, behavior intervention, teacher teams, and IEP compliance. In addition the school staff regularly attends professional development in the district level. Instructional coaches on both the school and district level provide regular support to classroom teachers.

**Service and program coordination**

New York State and the Federal Government provide several programs that support the students at P.35M.

- a) West Side Program: Provides psychiatric services and counseling to students in need of mental health services at the main site.
- b) Bellevue Hospital: Hospital staff provides psychiatric care for in-patient and day treatment students at the school off-site.
- c) LYFE Center: Program providing child care for mothers attending P.35M.
- d) Recycle A Bicycle: Program providing students an opportunity to receive a work stipend after school fixing donated bicycles.

**Budget and resources alignment**

Funded by Tax Levy Money

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

By June 2012 the number of 9th – 12th grade students transitioning to a less restrictive environment will increase by 5% as compared to the 2010-2011 school year, as reflected in accountability and placement systems.

### **Comprehensive needs assessment**

The school leadership team reviewed the school's graduation data for the last two years. A review of grade, test and student transcripts from the second semester of the 2010-2011 school year indicates that the graduating class increased by 53% percent as compared to school year 2009-2010. Low inference data taken from interviews with the schools graduates indicate a need for an increased focus on students' ability to work independently in a post secondary placement.

### **Instructional strategies/activities**

- a) Biweekly review of action plan implementation by School Leadership to evaluate targeted instruction.
- b) Weekly Inquiry Team (including AP and DS) will review current progress to determine movement from baseline and reestablish improved baseline.
- c) Monthly subject area teacher meetings to review progress towards meeting annual goal. The teachers will identify individual classes for target vocabulary instruction.
- d) Develop and provide weekly PD in effective instructional strategies in reading remediation. Professional development will be provided Wednesdays after school. Interventions will be monitored and evaluated during departmental meetings.
- e) Teachers collaborate to review student work and assessment progress to identify students at-risk of not achieving progress towards goal and determine the appropriate AIS program.
- f) Provide semi- weekly coach support to teachers in using the AIS programs for effective gains.
- g) Monthly professional development for school leaders (to include admin. Coaches, lead teachers) on using a protocol for walk-throughs to observe student work and teacher.

Provide PD to teachers in developing student test taking skills.

### **Strategies to increase parental involvement**

- e) Parent information and training sessions on understanding the new IEP and the Common Core Standards.
- f) Daily phone calls on student attendance.
- g) Information about school events will be disseminated through mailings, the school website and the use of the auto dialer.
- h) Professional development for parents provided by New York Cares, Single Parent Resource Center, and New York State Office of Children and Family Services.

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

The school strives to attract highly qualified teachers. All newly hired staff must meet the requirements created by the State of New York. Staff currently employed by the school receives regular professional development. Staff participates in weekly professional development focused on Common Core Standards, lesson planning, Danielson Teaching Framework, behavior intervention, teacher teams, and IEP compliance. In addition the school staff regularly attends professional development in the district level. Instructional coaches on both the school and district level provide regular support to classroom teachers.

**Service and program coordination**

New York State and the Federal Government provide several programs that support the students at P.35M.

- e) West Side Program: Provides psychiatric services and counseling to students in need of mental health services at the main site.
- f) Bellevue Hospital: Hospital staff provides psychiatric care for in-patient and day treatment students at the school off-site.
- g) LYFE Center: Program providing child care for mothers attending P.35M.
- h) Recycle A Bicycle: Program providing students an opportunity to receive a work stipend after school fixing donated bicycles.

**Budget and resources alignment**

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### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

By June 2012, there will be an increase in teachers demonstrating targeted instructional strategies as measured by low-inference coach and administrator observations.

#### **Comprehensive needs assessment**

The school received a Well Developed for its Quality Review during the 2008-2009 school year. As evidenced by the Quality Review the school must continue to strengthen teachers' responses to student work to include guiding comments and clear level of performance. The School Survey for 2010-2011 also indicated that teachers believed that they need additional professional development.

#### **Instructional strategies/activities**

- Prepare a monthly list of basic student academic needs based on review of student performance data.
- Survey staff during each trimester to determine PD needs for effective and interactive instructional strategies.
- During each trimester, collaboratively develop (admin, coaches and teachers) PD sessions.
- During weekly departmental meetings provide ongoing opportunities to teachers and paras on the use of the CCLS to develop classroom protocols.
- On a bimonthly basis, review with small groups of staff the observed instructional techniques and develop plans for further PD.

#### **Strategies to increase parental involvement**

- i) Parent information and training sessions on understanding the new IEP and the Common Core Standards.
- j) Daily phone calls on student attendance.
- k) Information about school events will be disseminated through mailings, the school website and the use of the auto dialer.
- l) Professional development for parents provided by New York Cares, Single Parent Resource Center, and New York State Office of Children and Family Services.

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

The school strives to attract highly qualified teachers. All newly hired staff must meet the requirements created by the State of New York. Staff currently employed by the school receives regular professional development. Staff participates in weekly professional development focused on Common Core Standards, lesson planning, Danielson Teaching Framework, behavior intervention, teacher teams, and IEP compliance. In addition the school staff regularly attends professional development in the district level. Instructional coaches on both the school and district level provide regular support to classroom teachers.

**Service and program coordination**

New York State and the Federal Government provide several programs that support the students at P.35M.

- West Side Program: Provides psychiatric services and counseling to students in need of mental health services at the main site.
- Bellevue Hospital: Hospital staff provides psychiatric care for in-patient and day treatment students at the school off-site.
- LYFE Center: Program providing child care for mothers attending P.35M.
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**Budget and resources alignment**

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## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

By June 2012, the number of 9th grade students meeting criteria for promotion to the 10th grade will increase by 5% as compared to the 2010 -2011 school year, as reflected in accountability systems.

### **Comprehensive needs assessment**

The school continues to target students enrolled in the 9<sup>th</sup> grade for the first time through the Talent High School Developmental Model. The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. By looking at the data, the school established a baseline average reading level for student entering the 9th grade as 4.5. The reading level of these students falls well below grade level and indicates a continued need for intervention.

### **Instructional strategies/activities**

- a) At the end of each of the six marking periods the school leadership team will review student report cards and identify students in need of intervention.
- b) Students will be evaluated bimonthly through interim assessments. The data generated will help teachers construct differentiated lesson plans.
- c) On a weekly basis, during advisory period, students will be taught specific skills needed to succeed during high school.
- d) Specific inquiry team targeting 9th grade students will meet on a weekly basis. Students most in need of support will be identified and intervention created.
- e) Biweekly review of action plan implementation by School Leadership to evaluate targeted instruction.
- f) Weekly Inquiry Team (including AP and DS) will review current progress to determine movement from baseline and reestablish improved baseline.
- g) Monthly subject area teacher meetings to review progress towards meeting annual goal. The teachers will identify individual classes for target vocabulary instruction.
- h) Develop and provide weekly PD in effective instructional strategies in reading remediation. Professional development will be provided Wednesdays after school. Interventions will be monitored and evaluated during departmental meetings.

### **Strategies to increase parental involvement**

- Parent information and training sessions on understanding the new IEP and the Common Core Standards.
- Daily phone calls on student attendance.
- Information about school events will be disseminated through mailings, the school website and the use of the auto dialer.
- Professional development for parents provided by New York Cares, Single Parent Resource Center, and New York State Office of Children and Family Services.

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

The school strives to attract highly qualified teachers. All newly hired staff must meet the requirements created by the State of New York. Staff currently employed by the school receives regular professional development. Staff participates in weekly professional development focused on Common Core Standards, lesson planning, Danielson Teaching Framework, behavior intervention, teacher teams, and IEP compliance. In addition the school staff regularly attends professional development in the district level. Instructional coaches on both the school and district level provide regular support to classroom teachers.

**Service and program coordination**

New York State and the Federal Government provide several programs that support the students at P.35M.

- i) West Side Program: Provides psychiatric services and counseling to students in need of mental health services at the main site.
- j) Bellevue Hospital: Hospital staff provides psychiatric care for in-patient and day treatment students at the school off-site.
- k) LYFE Center: Program providing child care for mothers attending P.35M.
- l) Recycle A Bicycle: Program providing students an opportunity to receive a work stipend after school fixing donated bicycles.

**Budget and resources alignment**

Funded by Tax Levy Money

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>1</b>	<b>2</b>	<b>2</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>2</b>	<b>5</b>	<b>5</b>	<b>N/A</b>	<b>N/A</b>	<b>5</b>	<b>5</b>	<b>N/A</b>	<b>N/A</b>
<b>3</b>	<b>10</b>	<b>10</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>10</b>	<b>N/A</b>	<b>N/A</b>
<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>N/A</b>	<b>N/A</b>
<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>N/A</b>	<b>N/A</b>
<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N/A</b>	<b>N/A</b>
<b>7</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>N/A</b>	<b>N/A</b>
<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>N/A</b>	<b>N/A</b>
<b>9</b>	<b>67</b>	<b>42</b>	<b>55</b>	<b>55</b>	<b>55</b>	<b>12</b>	<b>N/A</b>	<b>N/A</b>
<b>10</b>	<b>31</b>	<b>17</b>	<b>22</b>	<b>22</b>	<b>14</b>	<b>9</b>	<b>N/A</b>	<b>N/A</b>
<b>11</b>	<b>11</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>6</b>	<b>N/A</b>	<b>N/A</b>
<b>12</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>N/A</b>	<b>N/A</b>

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p>Skills Addressed:</p> <p>§ Wilson Reading Program teaches students fluent decoding and encoding skills to the level of mastery. It also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</p> <p>§ Read 180 teaches sight word fluency, oral expressive language development, comprehension, print knowledge, spelling, handwriting, vocabulary development, critical thinking, listening skill, strategies for decoding multi-syllabic vocabulary words, fluency, content-area reading and writing, multi-sensory strategies for narrative, persuasive and expository writing.</p> <p>§ Achieve 3000 web-based, differentiated reading and writing instruction program that enables to reach every special needs student at his or her individual Lexile level and monitors performance and growth over time. Achieve 3000 program propels student literacy achievement by: 1) Setting a schema. Students start reading and writing in an informal environment that encourages them to make text-to-self connections; 2) Reading for information. Students read appropriately leveled nonfiction article at the Achieve3000 website that engages and involves students via real-world topics; 3) Demonstrating mastery. After reading the article, students answer questions that monitor comprehension, vocabulary mastery and higher-order thinking skills; 4) Constructing meaning. Students build critical cognitive skills by writing responses to open-ended questions; 5) Forming an opinion. Students also participate in a poll about the article so they can demonstrate opinions – the real manifestation of reading comprehension.</p> <p>§ Strategic Reading (SR) is for students that face serious problems with student attendance, discipline, achievement scores, and dropout rates. Strategic Reading (SR), aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. By using a balanced-literacy approach, SR teachers help students to build skills and strategies that they may have missed. Additionally, students have opportunities to relate prior knowledge and experience to texts so they are better able to understand how reading applies to their own lives and future learning.</p>

	<p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in ELA, especially their weak areas.</p> <p>§ During this school year 25% percent of the junior class was enrolled in a college class and on pace to receive a college credit. In addition the school has partnered with College Now to create a Think College Now program which endeavors to start underclassman on the road to college. To further encourage our students to enroll in college, P35M administers the PSAT and SAT.</p> <p>§ Available for students who wish to prepare for the General Education Development (GED) exam, NY State ELA Regents, RCT Reading and Writing, PSAT and SAT.</p> <p>§ Assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences</p> <p>§ Offers academic support, career and education exploration, work preparation, skills development, and internships.</p> <p>§ In-depth job readiness and career exploration opportunities designed to enhance the academic components</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p> <p style="text-align: center;">Extended day school, After School and Literacy Lab</p>
<p><b>Mathematics</b></p>	<p>Skills Addressed:</p> <p>§ Format enables struggling students to master skills: includes test prep, problem solving, understanding key math concepts, geometry and pre-algebra/algebra, math reasoning and higher order thinking, percents</p> <p>§ Short format practice of math terms and concepts to help build mathematics literacy</p> <p>§ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain algebraic concepts</p> <p>§ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain geometric concepts</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Math especially their weak areas.</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p>

	Extended day school, After School and Literacy Lab
<b>Science</b>	<p>In the process, students learn:  Useful conventions for thinking about communicating chemical concepts.  Acquire vocabulary associated with scientific concepts  Useful scientific thinking to plan and conduct investigations, process data, and build scientific explanations: observing, communicating, comparing, organizing, relating, and inferring.  Exercise language, social studies, and mathematics in the context of science.</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Science, especially their weak areas.  § Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p> <p>Extended day school, Science Lab and Literacy Lab</p>
<b>Social Studies</b>	<p>§ The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school.  § Students with social and academic concerns are recommended for before and after school for additional tutoring in Social Studies, especially their weak areas.  § The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State’s Social Studies academic content standards  § Internet and cable tv channels, with shows on historical events and persons—often with observations and explanations by noted historians well as reenactments and interviews with witnesses.  § Strategies for organization, building independence and ways to scaffold and support students will be shared. A step by step guide for successful project ideas and implementation will be completed by students.  § Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p>

	Extended day school, After School and Literacy Lab
<b>At-risk Services provided by the Guidance Counselor</b>	<p>§ Student-Athletes must pass 3 out of 4 academic subjects to participate in any PSAL sport. Student- Athletes that are failing must attend the Sports and Arts program to address their weak subject areas. Incentives to play PSAL sports usually make the students strive to do well academically and socially.</p> <p>§ This program fully funded from the schools budget provided an opportunity for students that were over age and under credited to attend the program and regain academic solvency.</p> <p>§ § The Educational Training Institute provides vocational training to special education high school students in the fields of pharmacy technician, hotel operations and customer service and job readiness. The creative and flexible teaching methods of ETI's instructors assist students in achieving success and reaching their goals by meeting students' individual learning needs.</p> <p>Extended day school, After School and Literacy Lab</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>§ Help students improve literacy skills. This is done one-to-one or in small groups during the school day.</p> <p>§ Consultation with school administrators concerning appropriate learning objectives for students Planning developmental and remedial programs for and the development of educational experimentation and evaluation.</p> <p>§ Conference with parents to assist in understanding the learning and adjustment processes of children.</p> <p>§ Meeting with community agencies, such as probation departments, mental health clinics, and welfare departments, concerning pupils who are being served by such community agencies.</p> <p>§ Consultation and supervision of pupil personnel services workers.</p> <p>§ Psycho educational assessment and diagnosis of specific learning and behavioral disabilities, including, but not limited to, case study evaluation, recommendations for remediation or placement, and behavioral challenges occur, which can lead the problem solving process.</p> <p>§ Support the staff by developing a progress monitoring process for the student's behavioral support plan.</p> <p>§ Periodic review of the student's transcripts/ report card with the student to ensure that</p>

	<p>remediate actions, in terms of referrals and tutoring are taken in a timely fashion.</p> <p>§ tying it to classroom performance</p> <p>§ Use of assessment data to improve student learning, performance and interventions, and how to interpret and communicate findings regarding data.</p> <p>§ Help support students and families who require services beyond a school's capabilities by interfacing with community agencies and maintaining a resource list of appropriate services.</p> <p>§ Facilitate communication, if student is represented by multiple agencies, between the agencies so that the team works together in order to provide the most comprehensive and supportive services.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Skills Addressed:</p> <ol style="list-style-type: none"> <li>1. During school- Speak to students regarding number of credits they have and what is needed to graduate. Go over RCT and Regents tests which they have passed and what is needed to graduate. Devise strategies for passing classes and tests. Deal with falling and fear of test taking, promote self esteem and quell anxieties. Focus students on career goals and how to meet them.</li> <li>2. During school moderate group sessions where students express academic and emotional issues presenting them from succeeding in school and plan strategies for succeeding. Discuss goals after high school including vocation and higher levels of education.</li> <li>3. Refer students to CIDNY and VESID for vocational training, support and job placement.</li> </ol> <p>Modalities:</p> <ul style="list-style-type: none"> <li>▪ Individual and group sessions.</li> <li>▪ Placement and training in vocational programs and then employment and support even into adulthood if client has disability classification.</li> <li>▪ MHF- Referrals are made for outpatient psychotherapy in the neighborhood of students, based also on their insurance coverage.</li> </ul> <p>All services provided in school during schools hours.</p>

**At-risk Health-related Services**

- § School staff provides condoms and appropriate literature to students that are sexually active.
- § The school nurse regularly meets with students to discuss AIDS awareness.
- § Classroom teachers teach a class centered on wellness for students both emotionally and physically.
- § Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.

Extended day school, After School and Literacy Lab

## **PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

literacy and parenting skills;

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

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

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Mr. Arthur Fusco</b>	District <b>75</b>	Borough <b>Manhattan</b>	School Number <b>035</b>
School Name <b>Manhattan High School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Ms. Barnett</b>	Assistant Principal <b>Ms. Bacal</b>
Coach <b>Mr. Kamdar</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Iaquinta</b>	Guidance Counselor <b>Ms. Vasquez</b>
Teacher/Subject Area <b>Mr. Ottey/ ELA</b>	Parent <b>Ms. Theresa Butler</b>
Teacher/Subject Area <b>Ms. Alexander/ Math</b>	Parent Coordinator <b>Mr. Brockett</b>
Related Service Provider <b>Ms. H. Langot</b>	Other <b>type here</b>
Network Leader <b>Mr. Arthur Fusco</b>	Other <b>type here</b>

### 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>1</b>	Number of certified bilingual teachers	<b>0</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>0</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>251</b>	Total Number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>9.56%</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. 

In District 75, identification of ELL students begins at the CSE level. The Home Language Identification Survey is given to the parents of all newly enrolled students. It is a tool to identify whether a student is eligible for ELL programs. If in Numbers 1-4, the survey indicates a language other than English, in one (1) or more response(s), [even if English is one of the languages used], and in Numbers 5-8, if the survey indicates a language other than English in two (2) or more responses, [even if English is one of the languages used] then the student is eligible for LAB-R testing. If so determined, ESL teacher at P35M, Ms. Jaquinta, then administers the LAB-R to him/her within the first ten days of NYC school admission. If the student's home language is Spanish and he does not pass LAB-R, then Spanish LAB will be administered by the ESL teacher and a Bilingual pedagogue who speaks Spanish. The test result determines whether the student is ELL eligible.

Once a year (in the Fall), we invite parents of our ELL students to participate in ELL parent orientation meeting administered by P35M Parent Coordinator, Mr. Brockett. At the end of each orientation, parents also receive materials about ELL programs in their home language, and have an opportunity to ask questions about ELL services with assistance from a translator if necessary. At the Fall Parent Orientation meeting, parents are also informed about the Title III after school program that supports ELL parents with on-going information in their home language and training on different aspects of their children's education, including the Annual Review and IEP process, and NYSESLAT testing. The P35M Parent Coordinator, Mr. Brockett, is available at these meetings to address concerns and offer information to parents about school activities such as the PTA membership, participation in school events. The Parent Coordinator provides written materials on bilingual, ESL programs, and Title III services, available in various languages. Translation funds are used for the purpose of transcribing written materials and providing oral interpretation.

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level (Transitional Bilingual Education, Dual Language, or Freestanding ESL). At P35M, we provide Freestanding ESL only. The Parent Coordinator at P35M will offer parents of ELLs on-going information in their home language(s) and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with a translator. Our school will periodically describe the program to ELL parents through parent orientation meetings or letters sent home. In spring, our ESL teacher, Ms. Jaquinta, will administer NYSESLAT to ELLs entitled to be tested. The ESL teacher will utilize numerous ATS reports to verify if the students should take NYSESLAT – e.g., RLER, RLAT, RPX, RNMR, etc.

## 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   
Page 247  8  9  10  11  12

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%;40% → 50%;50% → 75%;25%)														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	24	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7		7	8		8	9		9	24
<b>Total</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>8</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>24</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														L

**Transitional Bilingual Education**

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

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

**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										11	6	3	1	21
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French											1	1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>11</b>	<b>8</b>	<b>4</b>	<b>1</b>	<b>24</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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?

ESL classes are provided by a fully certified ESL teacher, Ms. Iaquina, through a combination of pull-out and push-in teaching models of instruction. ESL teacher is encouraged to conduct the push-in program model for the ELL population because of its effectiveness. As a result of implementing this model, ESL teacher continues to collaborate with the classroom teachers to make their lessons more meaningful and aligned with the ESL and ELA standards. ELL students are grouped heterogeneously, according to their grade level within three consecutive grade levels, English language proficiency, as Beginning and Intermediate or Intermediate and Advanced, and IEP mandated service as: 12:1:1 and 8:1:1. We do not have students with the IEP recommendation for Bilingual services. Should we have any, they will be supported by Alternate Placement Paraprofessionals who speak their native language and English. All our high school (Grades 9-12) ESL students receive the minimum units of instruction mandated under CR Part 154 - 540 minutes of ESL service per week for Beginners, 360 minutes of ESL service per week for Intermediate, and 180 minutes of ESL and 180 minutes of ELA per week for Advanced. Our staff ensures that the mandated number of instructional minutes is provided according to students' proficiency levels as per school schedule. For all ELL students, content area is provided as follows: all subjects are taught in English through ESL methodologies by subject/Special Education teachers most of whom have completed the mandated 10 hours of Jose P. ESL training. The instructional materials used in our classrooms are both age and grade appropriate: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. The teacher also uses technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City literacy requirements, each classroom library contains books in the native languages, including those adapted by teachers to meet the needs of all students. Newcomers (0-3 years of service) would be supported through afterschool program (PM School @P35M), differentiated instruction, and a nurturing environment to facilitate language production. Those students with an extension of services who have been receiving ESL services for more than three years but less than six years, are supported through AIS and peer tutoring. Long term ELLs are supported through AIS, Instructional Technology, peer tutoring, and visual arts enrichment. All current ELLs are in Special Education and receive ESL services through differentiated instruction. Presently we have no SIFE students. At such time that we do, we will provide the following: ESL instruction that follows the NYS ESL standards and incorporates ESL strategies: peer tutoring and support in native language.

As per the State Citation, P35M provides ESL service to all ELL students as per their IEPs.

### Courses Taught in Languages Other than English ⓘ

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

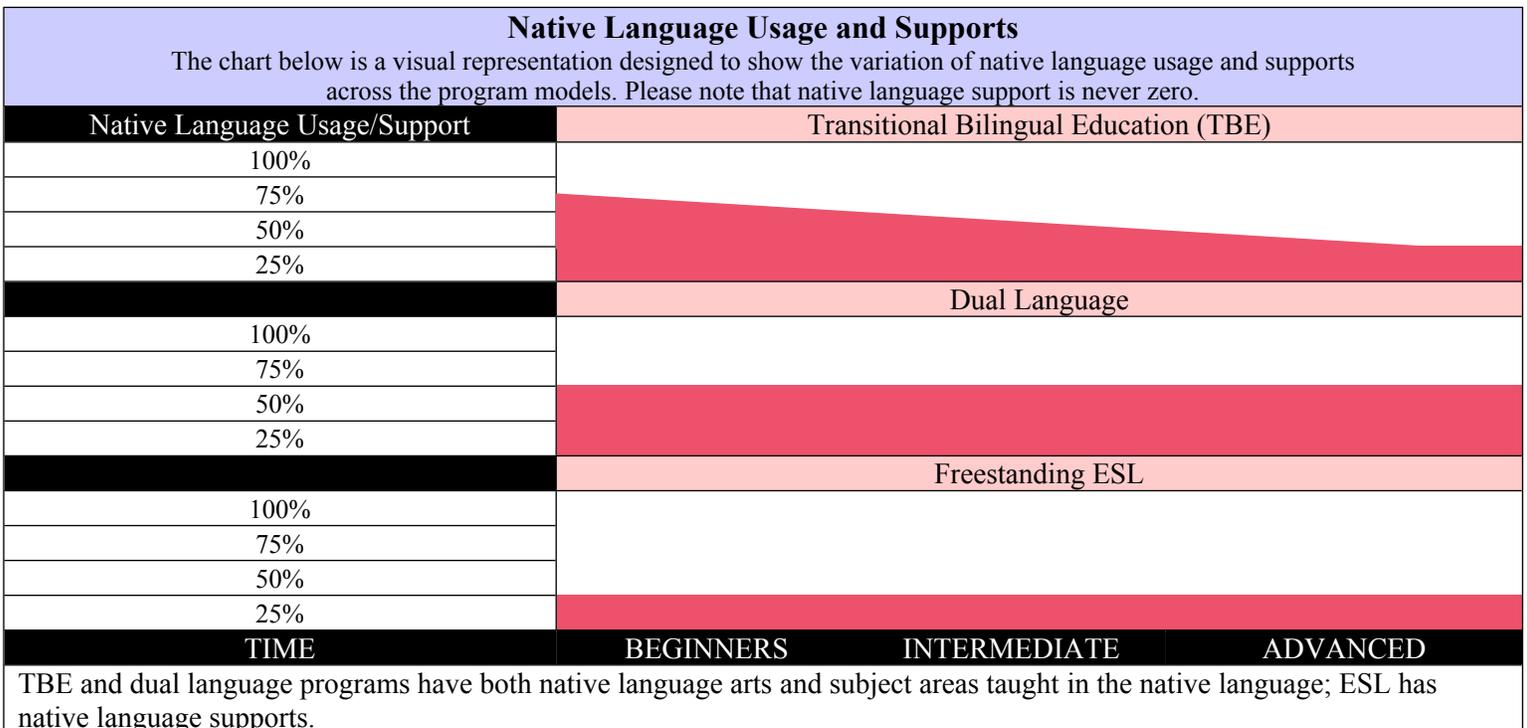
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

At P35M, we use an instructional program to develop reading and writing skills through the integration of academic content based on best practices across all subject areas (Math, Science, and Global Studies) and grade levels. In ELA, we use the Balanced Literacy Program for ELLs developed on current scientific evidence-based literacy research and best practices (which meets the requirements of NCLB and ELLs for each stage of language development). The program implements English Language skills development and content area instruction through the use of ESL methodologies such as Whole Language Approach, Cognitive Academic language learning Approach (CALLA), language Experience Approach, Natural Approach etc, to ensure that ELL students meet the standards and pass the required State assessments and/or NYSESLAT. For Math, our teachers use a variety of different instructional materials (e.g., Getting Ready for Math A) in consultation with the District 75 Math Coach. For Global Studies, our school is currently using "Journey Across Time". Some of the strategies to be used in our content area programs are reading and writing workshops, visual aids, and technology. The use of computers and smart board technology will provide students with the opportunity to practice listening, writing, reading skills, and language development. The use of bilingual software and multimedia equipment will enhance and support the development of their native language skills. Native language literacy for ELLs is supported by multicultural library books, as well as books in the Spanish and French languages and the adaptation of literacy materials to meet the needs of students with emotional disabilities. NLA literacy activities are extended throughout the curriculum and subject areas. All ELLs are encouraged to participate in Title III after school sessions and all after school programs designed to improve test prep and literacy skills.

Students scoring proficient on the NYSESLAT receive full ESL services and transitional support for up to two years, which includes tutoring, scaffolding, and conferencing with the student and his/her teacher to develop strategies appropriate to the needs of the student. During the LAP process we have evaluated our program needs to ensure that staffing, materials, and program requirements meet the needs of our ELLs. No currently existing ELL programs will be discontinued or initiated this school year. All our ELLs are offered equal access to all school programs and services. All required services support and resources correspond to ELLs' ages and grade levels. The following instructional materials such as Wilson Reading Program which teaches students fluent decoding and encoding skills to the level of mastery, Read 180 which teaches sight words fluency, Oral Expressive Language Development, Comprehension, Print Knowledge, Spelling, Handwriting, Vocabulary Development, Critical Thinking, Listening Skills, Strategies for decoding multi-syllabic vocabulary words, Fluency, Content Area reading and writing, Multi-Sensory strategies for narrative, persuasive and expository writing are used on a regular basis. This year the usage of technology has taken a big role in the classroom. Teachers are being trained to use Ipads with their students in addition to the usage of computer technology to accommodate differentiated instruction and various learning styles of our ELL and ELA students. Because P35M has a Push-in/Pull-out ESL program, newly enrolled ELL students are mixed with our ELA students and given appropriate support from ESL teacher.

## 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)?

## D. Professional Development and Support for School Staff

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

During the 2011-2012 school year, Professional Development@P35M will be incorporated in workshops, which will assist content area teachers with ESL strategies for ELL students (Strategies and Materials for NLA and ELA Instruction, the NYS ESL Standards, Balanced Literacy in ESL classes, the Teaching of ESL through Content Areas). Three 2-hour training PD sessions will be provided after school from 3 p.m. until 5 p.m. on Mondays January 30th, 2012, February 13th, 2012, and March 26th 2012 by the ESL teacher, Ms. Iaquina to the other Title III staff in order to help our Bilingual paraprofessional, and Administrator who will be working in the Title III program to integrate into the Title III program curriculum. The topics for the PD sessions will include the explicit teaching of Academic Vocabulary across the Content Areas, Understanding the Needs of our ELLs, Approaches to ESL instruction, and the Role of a Bilingual Paraprofessional. This knowledge will also be turn keyed by the ESL teacher to other teachers of ELLs during regular curriculum planning sessions and staff development days. This Professional Development will be offered by the Assistant Principal, Ms. Bacal, and ESL teacher, Ms. Iaquina as well as other content area teachers with additional help from the District Office. All teachers work collaboratively. Teachers would plan their lessons that compliment instead of merely translate the content instruction in the other language. Paraprofessionals, Guidance Counselors, psychologists, secretaries, and parent coordinator are to be included in the Professional Development. P35M receives ongoing support from the District 75 Office of English Language Learners on ELL Programs as well as school based Literacy Coach who works closely with content area teachers and ESL teacher. Content area teachers will also be enrolled in two (five hours each) Jose P. PD sessions offered by District 75 ELL Department. Jose P. PD certificates are kept in teachers' file. P35M' teachers and paraprofessionals are also supported by the district instructional coaches. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs.

## E. Parental Involvement

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

The parent coordinator at P35M, Mr. Brockett, offers parents of all students including parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside support in their local community, and parents interest needs survey. To familiarize parents with the program, schedule and instructional goals, an informational letter is sent out to each student's parent. All informational materials are translated into family languages. A series of phone calls are established once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations; to disseminate information and obtain parent input. Currently our school has need for Spanish written translation and oral interpretation needs. The findings are coded by the pupil personnel Secretary in ATS and on the student emergency card. All communications with parents are transmitted through PTA and SLT meetings, special letters from administration, parent-teacher night conferences and on case-by case as determined necessary by faculty or guidance.

Additional Resources that we access include:

- a. Over-the-phone Translation Services -- <http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>  
Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.
- b. Our school also access resources (as needed) from the Department of Education Website:  
<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>
- c. Our staff is encouraged to contact the DOE Translation and Interpretation Unit when faced with any translation or oral interpretation needs we cannot immediately solve in-house: (Fax) (718) 752-7390; (Phone) (718) 752-7373; (Email) [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov).
- d. We maintain and distribute special announcements and all boiler-plate DOE documents in translated formats including, for example:

1. School Discipline Code
2. Bill of Parents Rights and Responsibilities
3. Cover letters to Report Cards and Parent Surveys

Additional parental involvement activities are provided under Title III program through our after school sessions. Parents are invited to participate in after school programs where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes. Letters in the native language and phone calls are made to each home with information regarding Title III program schedule and instructional goals. It includes NYS ESL Standards; The Teaching of ESL through Content Areas; The Use of Technology in ESL Education; The Adaptation of ESL Materials for the Education of ELLs with Emotional Disabilities, the Annual Review and IEP Process, NYSESLAT Testing and ELA (home to school). The certified ESL teacher, Ms. Iaquina will conduct 3 one-hour workshops from 5 p.m. until 6 p.m. (on Mondays: January 30th, February 13th, and March 26th

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An administrator will be present to support the presentation, address any parents' administrative questions and concerns, and ensure that all compliance requirements are met. The administrator's regular school hours on these days are 8 a.m. until 4 p.m. and are thus accounted for in the Title III budget. Parents will be informed in writing (in their native language/English) of the particular dates for the Title III parent engagement workshops. In addition, follow-up phone calls will be made to the their homes as needed.

## 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)										3		1		4
Intermediate(I)										8	6	3	1	18
Advanced (A)										1	1			2
Total	0	0	0	0	0	0	0	0	0	12	7	4	1	24

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

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	4		1	
Integrated Algebra	3		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		2	
Physics				
Global History and Geography	3		1	
US History and Government	2		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>Manhattan High School</u>		School DBN: <u>75M035</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Barnett	Principal		1/1/01
Ms. Bacal	Assistant Principal		1/1/01
Mr. Brockett	Parent Coordinator		1/1/01
Ms. Iaquinta	ESL Teacher		1/1/01
Ms. Theresa Butler	Parent		1/1/01
Mr. Ottey/ELA	Teacher/Subject Area		1/1/01
Ms. Alexander/Math	Teacher/Subject Area		1/1/01
Mr. Kamdar	Coach		1/1/01
	Coach		1/1/01
Ms. Vasquez	Guidance Counselor		1/1/01
Mr. Arthur Fusco	Network Leader		1/1/01
Ms. H. Langot	Other <u>R S, Speech</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

**DBN:** 75M035      **School Name:** P35M-Manhattan High School

**Cluster:** \_\_\_\_\_      **Network:** 4

**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**

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

Upon intake/admission of student written translation and oral interpretation are assessed. All our students are proficient in both spoken and written English at least on a 7th grade level. During orientation, and for all new rolling admissions, our Parent Coordinator conducts and collects a school-wide native language survey that indicates all languages spoken by our students and the primary language spoken in the home. Because we know that nearly half our student population is Hispanic, all school announcements and communications that (PTA Meetings, Special Events, Lunch Forms, etc.) are sent to the homes are issued in both English and Spanish, as well as other languages spoken at home. We utilize translation services provided by the District and the DOE for all city-wide communications. Individual communications are translated by either our in-house school staff or the District office for assistance.

a. Maintenance of Essential Information:

1. "Blue Cards" are reviewed and updated at the beginning of each term. Information includes home-language.
2. ATS – data – including RHLA and RLER Reports

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.

Currently our school has need for Spanish written translation and oral interpretation needs. The findings are coded by the pupil personnel Secretary in ATS and on the student emergency card. All communications with parents are transmitted through PTA and SLT meetings, special letters from administration, parent-teacher night conferences and on case-by case as determined necessary by faculty or guidance. Additional Resources that we access include:

- a. Over-the-phone Translation Services -- <http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>  
Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an

interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.

b. Our school also access resources (as needed) from the Department of Education Website:

<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

c. Our staff is encouraged to contact the DOE Translation and Interpretation Unit when faced with any translation or oral interpretation needs we cannot immediately solve in-house: (Fax) (718) 752-7390; (Phone) (718) 752-7373; (Email) [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov).

d. We maintain and distribute special announcements and all boiler-plate DOE documents in translated formats including, for example:

1. School Discipline Code
2. Bill of Parents Rights and Responsibilities
3. Cover letters to Report Cards and Parent Surveys

## **Part B: Strategies and Activities**

---

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

All our students are proficient in both spoken and written English at least on a 9th grade level. During orientation, and for all new rolling admissions, our Parent Coordinator conducts and collects a school-wide native language survey that indicates all languages spoken by our students and the primary language spoken in the home. Because we know that nearly half our student population is Hispanic, all school announcements and communications that (PTA Meetings, Special Events, Lunch Forms, etc.) are sent to the homes are issued in both English and Spanish, as well as other languages spoken at home. We utilize translation services provided by the District and the DOE for all city-wide communications. Individual communications are translated by either our in-house school staff or the District office for assistance.

a. Maintenance of Essential Information:

- i. "Blue Cards" are reviewed and updated at the beginning of each term. Information includes home-language.
- ii. ATS – data – including RHLA and RLER Reports

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.

All communications with parents are transmitted through PTA and SLT meetings, special letters from administration, parent-teacher night conferences and on case-by case as determined necessary by faculty or guidance.

Additional Resources that we access include:

a. Over-the-phone Translation Services -- <http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>

Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.

b. Our school also access resources (as needed) from the Department of Education Website:

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d. We maintain and distribute special announcements and all boiler-plate DOE documents in translated formats including, for example:

1. School Discipline Code
2. Bill of Parents Rights and Responsibilities
3. Cover letters to Report Cards and Parent Surveys

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>.

**NOTIFICATION REQUIREMENTS FROM SECTION VII OF CHANCELLOR'S REGULATIONS A-663 ARE AVAILABLE THROUGH THE PARENT COORDINATOR AND OFFICE STAFF.**

The only covered language in our school is Spanish. The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P35M-Manhattan High School	DBN: 75M035
Cluster Leader: Marta Barnett	Network Leader: Arthur Fusco
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: <u>8</u>
Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input 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: <u>1</u>
# 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: There are currently 294 students enrolled in P035M. Of those 294 students, 27 students are ELLs, of whom 12 are entitled and 15 are formerly known as x-coded. All of the entitled ELL students are mandated for Monolingual instruction with ESL. We do not currently have enough students of the same home language to form bilingual classes, and our students are receiving ESL services. The formerly x-coded students are serviced as per their IEP: they are administered the NYSESLAT in the spring. The home languages represented among our total entitled ELL population are as follows: 10 ELLs speak Spanish, 1 Bengali, and 1 French.

The school has one off-site at Bellevue Hospital, but currently we do not have ELL students there; all ELL students are high school students in grades (9-12) with 8:1:1 student-to-staff ratio and at the main site. They receive the mandated units of service as per CR Part 154: ELLs at the Beginning level of language proficiency receive 540 minutes per week; ELLs at the Intermediate level of language proficiency receive 360 minutes per week; ELLs at the Advanced level of language proficiency receive 180 of ESL and 180 minutes of ELA per week.

We have one ESL teacher who is fully certified. She collaborates with classroom teachers and cluster teachers, as well as all service providers to enrich language development and make content comprehensible. She also has common preparation periods with these professionals to have planning time together and be able to coordinate their instruction (plan lessons, create materials, plan assessments, evaluate lessons,) to foster language acquisition. She communicates with all other teachers and related service providers at regularly scheduled team meetings and through e-mails to ensure collaboration and implementing effective ELL-appropriate teaching strategies, materials and curriculum among the entire school team. Our 8:1:1 teachers integrate ESL strategies and techniques into content areas. They also use scaffolding techniques such as: modeling, multi-sensory and graphic organizers such as: semantic web and KWL charts, as well as various appropriate technology to foster and aid language development. Our ESL program utilizes materials developed by edhelper.com, BrainPop, and other online resources geared for ELLs.

All ELLs, including students who receive ESL services and those who are formerly x-coded, are invited to participate in the Title III program. In order to determine which students will participate, letters will be sent to parents in English and in the native languages and phone calls will be made to survey interest. The certified ESL teacher with the help of 1 Bilingual (Spanish speaking) paraprofessional will run a twice a week, 2 hour after school program from 3 p.m. until 5 p.m. for 8 high school ELLs (grades 9-11); including entitled and formerly x-coded students. Our students are performing below grade level in all content areas and they are being identified for this program in order to ameliorate their performance in content area classes. The program will run on Tuesdays and Thursdays every week starting February 2nd

## Part B: Direct Instruction Supplemental Program Information

until April 30th, 2012 for a total of 22 sessions. The language of instruction for the Title III program will be English. In addition to the above mentioned staff, an administrator is needed and will be present to ensure that all compliance and instructional requirements are met. While the administrator's regular school day hours are 8:00am to 4:00 pm, an additional 1 hour (from 4:00 p.m. until 5:00 p.m.) twice a week will be covered by Title III funding. In order to support continued communication between the home and the school as well as student participation, our Title III parents will be invited to participate in the program alongside of their children. This will be at no additional cost to the students.

Scientific-based research by Renee Ybarra and Tim Green (Using Technology to Help ESL/EFL Students Develop Language Skills) supports P35M's Title III program focus on using the computer as a language learning tool in building ELLs listening, speaking, reading, and writing skills; as well as job-related skills, using technology. For some tasks, computers can provide distinct advantages over more traditional approaches. The use of a computer of listening exercises often provides not only sound, but also visual input providing students with more contextual clues. Students interacting with a computer are also using motor skills as well, which can have a strong reinforcing effect on the learning process by connecting physical actions (clicking, typing) with desired results. Students are also allowed more control over their own learning process as they make the decisions when to repeat questions, exercises and sequences based on their own progress. Also, the program will focus on the usage of technology in the classroom to write resumes, cover letters, and job interview process. Our program will run for 22 sessions and will be divided as follow:

- Sessions 1 through 7 will focus on Resume writing. Students will learn how to use the computer and computer software to write a resume. They will learn how to keep it short, only one page long until they are finished school and have had enough work experience. They will also learn the importance of including relevant information such as information about themselves that shows why they are a good fit for the job. They will learn to be creative and learn about their strengths such as their aptitudes, interests, actual abilities and preferences. They will also learn through the usage of sample templates how to format their own resume and how to proof-read it. To do so, they will browse through <http://www.cv-services.org>.
- Sessions 8 through 14 will focus on Cover letter writing. Students will learn the importance of a good cover letter and how it can actually enhance the chances of being called for a job interview. They will also learn that a cover letter is a personal statement which can leave a positive impression on the potential employer. The Kindle e-readers will be used to download sample resumes and cover letters.
- Sessions 15 through 21 will focus on Distributing Resumes, Interview and Post-Interview. Before distributing their resumes, students will learn how to properly dress to look good which will allow them to be more confident and might secure an interview. They will learn that they cannot wear jeans, chains, or baggy or tattered clothes. They will learn to be professional knowing that many employers will not even bother looking at their resume if they go in chewing gum or wearing headphones. They will learn the importance of a "Good first impression" such as when entering an office, ask to speak to the manager, shake their hand, and introduce yourself. This will certainly impress the manager. Before the Interview, students will again learn to dress well knowing that everyday casual closings is not acceptable interview attire. They will learn to be professional, again, no gum chewing, no friends sitting outside waiting for you, it could be too disruptive. Being courteous will also be a key element during the

### Part B: Direct Instruction Supplemental Program Information

interview. Arriving on time at least ten minutes early and be sure not to be late at all because the employer will not appreciate you wasting their time. Students will learn that when the interview is over, they will remember to shake the interviewer's hand and thank them for their time. During "Post-Interview", students will learn to show appreciations by calling the employers and thank them again for their time.

- Session 22 will focus on a mock student interview/skit for the culminating Title III project. Each student participant will have an opportunity to play the part of the employer as well as the perspective employee. Based on a teacher created rubric, the ESL teacher, paraprofessional, and supervising A.P. will choose the best perspective employee performance. The winner of the mock student interview will earn a gift certificate to a local department store for the purpose of purchasing professional attire for a potential interview. Parents will receive a written notification to attend the final day of the Title III program.

### 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:

Three 2-hour training PD sessions will be provided after school from 3 p.m. until 5 p.m. on Mondays January 30<sup>th</sup>, 2012, February 13<sup>th</sup>, 2012, and March 26<sup>th</sup> 2012 by the ESL teacher, Ms. Iaquina to the other Title III staff in order to help our Bilingual paraprofessional, and Administrator who will be working in the Title III program to integrate into the Title III program curriculum. The topics for the PD sessions will include the explicit teaching of Academic Vocabulary across the Content Areas, Understanding the Needs of our ELLs, Approaches to ESL instruction, and the Role of a Bilingual Paraprofessional. This knowledge will also be turn keyed by the ESL teacher to other teachers of ELLs during regular curriculum planning sessions and staff development days.

### Part D: Parental Engagement Activities

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

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

Begin description here: The certified ESL teacher, Ms. Iaquina will conduct 3 one-hour workshops from 5 p.m. until 6 p.m. (on Mondays: January 30<sup>th</sup>, February 13<sup>th</sup>, and March 26<sup>th</sup>, 2012; after our Title III PD sessions) with the parents of 8 ELLs focusing on practical strategies parents can use at home to help their children with resume/cover letter writing, proper etiquette, and other interview techniques.

**Part D: Parental Engagement Activities**

Workshops will address best practices in ESL and various language building techniques targeting this population, made accessible for parents through a demonstration of concrete language-focused activities which can be done at home. Parents who need language assistance will be provided printed materials in the native language and one Bilingual paraprofessional will be present to assist with interpretation.

An administrator will be present to support the presentation, address any parents’ administrative questions and concerns, and ensure that all compliance requirements are met. The administrator’s regular school hours on these days are 8 a.m. until 4 p.m. and are thus accounted for in the Title III budget. Parents will be informed in writing (in their native language/English) of the particular dates for the Title III parent engagement workshops. In addition, follow-up phone calls will be made to the their homes as needed.

**Part E: Budget**

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

Allocation Amount: \$112000

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>	\$10,596.82	Instruction:  1 ESL teacher x 2 days per week x 2 hours per day x 22 weeks x \$50.06 = \$ 4,405.28  1 paraprofessional x 2 days per week x 2 hours per day x 22 weeks x \$29.00 = \$ 2,552.00  1 Administrator x 2 days per week x 1 hour per day x 22 weeks x \$52.39 = \$ 2,305.16  1 Secretary x 10 hours x \$30.85 = \$ 308.50  Professional development:  1 ESL teacher x 2 hours x 3 weeks x \$50.06 = \$ 300.36  1 paraprofessional x 2 hours x 3 weeks x \$29.00 = \$ 174.00  1 Administrator x 1 hour x 3 weeks x

**Part E: Budget**

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

Allocation Amount: \$112000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$52.39 = \$ 157.17</p> <p>Parental Involvement:</p> <p>1 ESL teacher x 1 hour x 3 weeks x \$50.06 = \$ 150.18</p> <p>1 paraprofessional x 1 hour x 3 weeks x \$29.00 = \$ 87.00</p> <p>1 Administrator x 1 hour x 3 weeks x \$52.39 = \$ 157.17</p>
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>	\$ 237.00	3 Kindle Electronic Reader x \$ 79.00
Educational Software (Object Code 199)	<u>0</u>	
Travel	\$ 108.00	8 parents x \$4.50 (round trip) x 3 sessions= \$108.00
Other	\$ 228.18  \$ 30.00	For Parental Involvement  Snacks for 3 parent workshops and parent participation in the afterschool program  For Student Gift Certificate for the Instructional Program

**Part E: Budget**

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

Allocation Amount: \$112000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		1 \$30.00 gift certificate
<b>TOTAL</b>	\$11,200.00	