



**Department of
Education**

Dennis M. Walcott, Chancellor

**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02 - M - 575

PRINCIPAL: MICHAEL TOISE

EMAIL: MICHAEL.TOISE@MCNDHS.COM

SUPERINTENDENT: MARISOL BRADBURY

07-02-2013

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
Michael Toise	*Principal or Designee	
Bradford Arter	*UFT Chapter Leader or Designee	
Julio Rivera	*PA/PTA President or Designated Co-President	
Zahra Hisari	DC 37 Representative, if applicable	
Jianhui Li	<i>Student Representative</i>	
<i>Mustafa Muscati</i>	Student Representative	
Margaret Aylward	CBO Representative, if applicable	
Milagros Irrizarry	Elected Parent	
Carl Turnquest	Elected Parent	
Iris Cordero	Elected Parent	
Baochen Zhu	Elected Parent	
Terrence Vernon	Elected UFT / Teacher	

Elizabeth Erraji	Elected UFT / Teacher	
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** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Accountability in Secondary-Level English Language Arts. By June 2013, Limited English Proficient students (LEPs) will demonstrate progress towards achieving state standards as measured by meeting the state AYP progress target for 2012-13 of 125 increasing our performance index by 8 points. (Our performance index in 2011-12 was 117.)

Comprehensive needs assessment

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

After conducting a three-year trend analysis of student performance data on state assessments it was determined that the most significant student sub-group which did not meet state standards were the ELLs. This sub-group also had a very high correlation with the majority of Black or African-American, Hispanic, Asian and Economically Disadvantaged students who did not meet state standards. It is clear that making progress with this sub-group, ELL's, should be a priority for this school year. In addition to meeting our state AYP progress target, this goal will help us with our 2012-13 Progress Report in the area of Student Progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. key personnel and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.

a. In order to increase the performance of ELLs on the ELA Regents Exam we will

1. Increase access to difficult text through the use of arts in the classroom, e.g. partnering with Young Audiences, etc.
 2. ESL/ELA curriculum integration and CCLS Realignment
 3. Intensive library reading program for beginning level ELL students
- b. Committee led by the Assistant Principal for ELA/ESL with participation from ELA/ESL teachers to compile a variety of strategies and practices to support ELL development and integrate into the curriculum.
- c. Evaluation strategies will be discussed at departmental planning meetings and during professional development sessions. These meetings will include looking at student work protocols and reviewing and evaluating departmental curriculum maps.
- d. Timeline
- Summer 2012
 - Item analysis of ELA Regents, NYSESLAT and DY0 assessments
 - Begin CCLS Curriculum Realignment with a focus on ELL modifications
 - Fall 2012

- Initial needs assessment (LAB-R, DYO diagnostic assessments) of incoming ELL students
- Continue CCLS Curriculum Realignment
- Plan arts integration into the classroom with Young Audiences project director for the fall semester
- Begin intensive library reading program for beginning ELL students
- Engage departments in lesson study protocol from the vantage of ELL modifications
- Analysis of student work at departmental meetings fall professional development
- Professional development on ELL best practices
- January Regents Exam and fall program evaluation
- Spring 2013
 - Continue CCLS Curriculum Realignment
 - Plan arts integration into the classroom with Young Audiences project director for the spring semester
 - Continue intensive library reading program for beginning ELL students
 - Ongoing engagement of departments in lesson study protocol from the vantage of ELL modifications
 - Ongoing analysis of student work at departmental meetings fall professional development
 - Ongoing professional development on ELL best practices
 - June Regents Exam and fall program evaluation

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Introduction of Parent ESL Classes
 - Title III Workshops to inform parents of ELL curriculum, graduation requirements and CCLS expectation
 - Parent Workshops on College and Career Planning
 - Opportunities to celebrate student successes

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

21st Century Funds and ARRA Citywide Instructional Expectation funds were used to implement this action plan to target LEP students and at-risk ELLs from September 2012- June 2013 as indicated below:

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Graduation Rate. By June 2013, Transfer High School Graduation Rate 60.4% (60.1% of Peer Range) will increase by 3% to 65.4%.

Comprehensive needs assessment

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

After conducting a three-year trend analysis of student performance on the Transfer School Graduation Rate (formerly the 6 Year Cohort Graduation Rate) we have determined this to be an area of increasing concern. This metric cuts across all content areas and is impacted by multiple factors. In order to move this metric a wide ranging program of academic and social service support interventions will be implemented.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. key personnel and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.

- a. Redesign of Small-group instruction to better support academically at-risk students through closer integration of guidance and CBO support in order to provide small-group instruction for 200 students which will integrate support for youth development.
- b. Small-group instruction teams which will include a teachers, guidance counselors and CBO staff member will meet alternate Tuesdays to review case studies of at-risk students using specific assessment tools to monitor student progress.
- c. Teachers were included in all levels of program design and implementation beginning with a staff retreat in the spring of 2012.
- d. Timeline

- Fall Semester
 - June – School-wide retreat to redesign small-group instruction program.
 - September – Finalize redesign of SGI program. Evaluate and enroll targeted students based on academic performance and teacher classroom evaluations
 - October – Beginning of SGI support and team meetings.
 - November – Ongoing SGI support.

- January - Midyear program evaluation
- Spring Semester
 - Teams adjust program design and protocols based on midyear evaluations
 - Ongoing SGI support

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Title III Workshops to inform parents of ELL curriculum, graduation requirements and CCLS expectation
 - Parent Workshops on College and Career Planning
 - Opportunities to celebrate student successes

Budget and resources alignment

● Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

● Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

● Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

21st Century Funds were used to implement this action plan to target all ELLs from September 2012 - June 2013 as indicated below:

- Professional instructional materials to support after school programs - 21st Century
- Teacher per session (18 hours per week) for after school programs - 21st Century
- Teacher per session (hours various) for after school professional development - ARRA RTTT Citywide Instructional Expectation, TL FSF Data Specialist

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

College Readiness Index. In order to insure students are college and career ready we will introduce At Home in College courses in English and math in the 2012-13 school year. The At Home in College curriculum prepares students to take the CUNY placement exams in English and math and test out of remedial coursework.

The goal of these courses is to increase the college enrollment and retention rates of these students. The students will be scheduled to take CUNY placement exam as a cohort in January and June. In addition we will continue to offer two College Now classes every semester, offering students freshman level college level courses through Laguardia Community College in English, Math, Statistics and Business.

We will continue to offer Advanced Placement English, US History, Calculus, Chinese, and Spanish. Through these initiatives we will increase our score in the College Readiness Index, Postsecondary Enrollment Rate, and College and Career Preparatory Course Index in the 2012-13 Progress Report in the area of College and Career Readiness.

Comprehensive needs assessment

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

After reviewing our Progress Report 2011-12 which give our school 14.1% College Readiness Index we have agreed as a school community that raising this metric is an area of concern.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. key personnel and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.

a. Specialized curriculum designed by CUNY aligned with the CUNY Placement Exams in Math and English.

b. Teachers - will be given staff development on implementing CUNY At Home In College Curriculum. Guidance counselors will work to identify students who qualify for At Home in College ELA (65-74 on the ELA Regents) and Math (65-79 on the Algebra Regents) classes.

c. Teachers will participate in program development and implementation.

d. Timeline

- Fall Semester
 - Start-up of At Home in College ELA class with a minimum of 20 students.
 - August/September – Identification of students who meet the At Home in College criteria.
 - Professional development using At Home in College curriculum for teachers and guidance counselors.
 - January - Identification of additional students who meet the At Home in College criteria for new classes to be formed in the spring semester.
- Spring Semester
 - Expansion of At Home in College to include an additional ELA class(es) and math.
 - Ongoing professional development through CUNY for At Home in College instructors
 - Rosters of At Home in College in classes.
 - Results of At Home in College CUNY placement exams

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Title III Workshops to inform parents of ELL curriculum, graduation requirements and CCLS expectation
 - Parent Workshops on College and Career Planning
 - Opportunities to celebrate student successes

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: Fair Student Funding (Tax Levy) and Title I Funds were used to support staff salary.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding provided by CUNY to support At Home in College Coach and other participants.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Post Secondary Enrollment Rate. We will implement a Bridge to College Program to further support students in developing post-secondary plans and improve college enrollment retention rate.

Comprehensive needs assessment

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

After reviewing our Progress Report 2011-12 which give our school 41.1% for Postsecondary Enrollment Rate we have agreed as a school community that raising this metric is an area of concern.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. key personnel and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.

a. Implementation of a college mentoring program, Bridge to College

b. Administration, guidance counselors, college mentor

c. Teachers will participate in program development and implementation.

d. Timeline

- Fall Semester
 - September - November. Program evaluation and determination of suitability of Bridge to College Program (BtC) for our population
 - December. Enrollment in Bridge to College Program
 - January. Professional Development at CUNY for BtC participants. Hiring of BtC coach.
- Spring Semester

- On going meetings between school-based supervisor to develop strategies and protocols to move students through the enrollment process.
- Ongoing meetings with BtC and graduating seniors

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Title III Workshops to inform parents of ELL curriculum, graduation requirements and CCLS expectation
 - Parent Workshops on College and Career Planning
 - Opportunities to celebrate student successes

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 Title IIA
 Title III
 Grants
 Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding provided by CUNY to support BtC Coach and other participants.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Rigorous Tasks. In the 2012-13 school year in addition to aligning our our ELA and Math curriculum with the Common Core Learning Standards, we will align our Regents level science and social studies courses. All Regents level courses will include two units of study which focus on the prioritized CCLS standards as outlined by the DOE for 2012-13. A minimum of 90% of all students will effectively be engaged in CCLS aligned performance tasks across the curriculum by June 2013. Students need to show progress in using evidence support arguments through the creation of performance tasks in math and written work to infuse the Common Core Learning Standards.

Comprehensive needs assessment

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

Based on analysis of student work and current curriculum, it was determined that the rigor of the tasks students had been asked to complete did not meet the new performance standards outlined by CCLS to be implemented in the 2013-14 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. key personnel and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.

a.

- Teachers will collaboratively develop a CCLS aligned units of study that incorporates opportunities for students to show proficiency listed below:
- ELA Speaking and Listening Standard 1
 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, CCLS page
- ELA Language Standard 6
 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCLS page 71
- ELA Reading Standard for **Informational Text 1**
 - **Cite strong and thorough textual** evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). CCLS page 53
- ELA Reading Standard for Informational Text 10
 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11– CCR text complexity band independently and proficiently. CCLS page 54
- ELA Writing Standard 1
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. CCLS page 60
- Math
 - Mathematical Practice 3 - Construct viable arguments and critique the reasoning of others. CCLS page 53
 - Mathematical Practice 4 - Model with mathematics. CCLS page 5
- Professional Development by leadership and network staff on looking at student work and analyzing the rigor of a task.
- Teachers meet regularly as a department to assess student work and plan lessons demonstrate evidence of CCLS standards.

b. Principal, assistant principals for ELA and Math, Achievement Coach

c. Administration and teachers meet regularly to assess the progress through the development of a rubric to assess implementation of the standards

d. Timeline

- Fall Semester
 - Professional development on Citywide Instructional Expectations including CCLS standards
 - In department meetings, teachers will examine and analyze sample tasks and discuss steps for designing CCLS tasks
 - Weekly team meetings with network achievement coach to support development of CCLS tasks
 - Weekly department meeting to plan CCLS aligned units of study
 - Teams meet regularly to analyze student work and lessons using their team's rubric and alignment grid
- Spring Semester
 - From the Mid year analysis of the CCLS aligned units, teachers will utilize their feedback to support spring implementation
 - Department Common Planning
 - In department meetings, teachers will look closely at student work and make necessary adjustments to curriculum /unit plans
 - CCLS Task Share Fair - Teams will share their learnings and next steps for September 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title I

Title IIA

Title III

Grants

Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fair Student Funding (Tax Levy), Title I Funds and ARRA Citywide Instructional Expectation funds were used to implement this action plan from September 2012 - June 2013 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day - TL FSF
- Teacher per session (hours various) for after school professional development - ARRA RTTT Citywide Instructional Expectation, TL FSF Data Specialist, Title I 10% Professional Development

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).

ELA	<ol style="list-style-type: none"> 1. adapted readings 2. structured response writing 3. graphical organizers 	<ol style="list-style-type: none"> 1. small-group instruction 2. one-to-one tutoring 	<ol style="list-style-type: none"> 1. after school 2. before school
Mathematics	<ol style="list-style-type: none"> 1. adapted materials 2. manipulatives 	<ol style="list-style-type: none"> 1. small-group instruction 2. one-to-one tutoring 	<ol style="list-style-type: none"> 1. after school 2. before school 3. in class
Science	<ol style="list-style-type: none"> 1. adapted readings 2. structured response writing 3. graphical organizers 	<ol style="list-style-type: none"> 1. small-group instruction 2. one-to-one tutoring 	<ol style="list-style-type: none"> 1. after school 2. before school 3. in class
Social Studies	<ol style="list-style-type: none"> 1. adapted readings 2. structured response writing 	<ol style="list-style-type: none"> 1. small-group instruction 2. one-to-one tutoring 	<ol style="list-style-type: none"> 1. after school 2. before school

	3. graphical organizers		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. intensive counseling 2. solution focused counseling 3. college readiness and post secondary planning 4. positive behavioral interventions and supports 	<ol style="list-style-type: none"> 1. small-group counseling 2. individual counseling 	<ol style="list-style-type: none"> 1. after school 2. before school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

(PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Gilliam Smith	District 02	Borough Manhattan	School Number 575
School Name Manhattan Comprehensive Night and Day HS			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

Number of certified ESL teachers	11	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	832	Total Number of ELLs	599	ELLs as share of total student population (%)	72.00%
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Part II: ELL Identification Process

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

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

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

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

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

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

Von maknassy, harro
Wegielnik, joanna

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained											362	199	38	599
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	362	199	38	599

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	570	91		15	4		14	0			599
Total	570	91	0	15	4	0	14	0	0		599

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

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

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

We have six levels of ESL

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

In addition:

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

A. Programming and Scheduling Information

Cognitive Approach, even Grammar-Translation and Audio Lingual.

Our SIFE students are particularly benefitted by our skills based curriculum and targeted materials for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our SIFE ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as SIFE. Our 11 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom.

In addition, for the 2011-12 school year we have implemented inquiry team projects, where small groups of ESL teachers meet twice monthly formally and daily on an informal basis where they use classroom data to research, design and implement, two to five week research projects, specifically designed for ELL's, to align our curriculum more closely with CCSS.

In addition to our regular intensive ESL program, our SWD-ELL students are provided with resource room, mandated counseling, one-on-one tutoring, and additional social service support as needed. All of our transfer SWD-ELLs are carefully evaluated at intake by our committee on special education and in careful consultation with the student and family are placed in the least restrictive environment. In the vast of cases this means a resource room setting. It is important to note that MCNDHS serves an older student population (average age 19.5 years) and is seen by both faculty, parents and students as a program designed to transition students to their successful post-secondary career. To this end SWD-ELLs are encouraged to explore opportunities at the School for Cooperative Technical Education, as well as paid and volunteer internship opportunities provided through our CBO which participated in Learning To Work. These students attend all content area and ESL classes with their non-disabled peers and develop the social and academic skills needed to succeed in their post-secondary careers. Our special education teacher, assistant principal guidance and assistant principal of ESL meet weekly to insure that all SWD-ELLs are receiving the services mandated on their IEPs. Our assistant principal of ESL has also attended our SESIS training to better track SWD-ELL service delivery. Our school also offers classes from 8:00am - 10:00pm insuring a flexible schedule that can meet the needs of our adult student population.

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	Chinese			
Social Studies:				
Math:				
Science:				

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

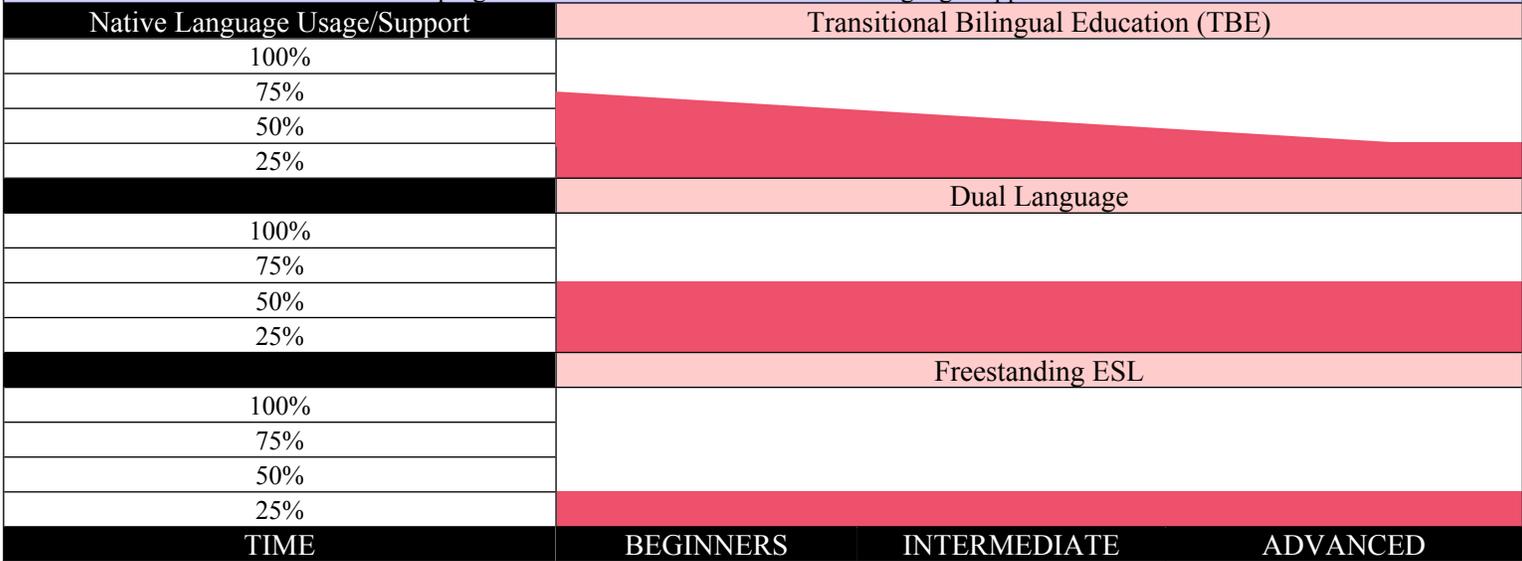
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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ESL classes and are adept at targeting the SIFE students with leveled instruction. Besides differentiated instruction, all of our ESL teachers utilize research based teaching methods with our SIFE students such as Total Physical Response, The Communicative Approach, Cognitive Approach, even Grammar-Translation and Audio Lingual.

ELL students receive equal access to all school programs. We have a non-profit foundation, Comprehensive Development, Inc., that recruits and trains tutors. Currently, we have 160 volunteers who provide one-on-one academic tutorials across the curriculum.

ELL students at Manhattan Comprehensive Night and Day High School participate in wide assortment of extracurricular activities. Some of the many activities for ELLs that we have had in the past year and plan to continue in the upcoming school year are as follows:

- Student Government Elections
- Latino Heritage Experience Celebration
- Annual Fall Day Trip to Lancaster County, PA.
- College and Career Fair
- Awards Assemblies Celebrating Student Achievement
- International Thanksgiving Food Festival
- Seasonal Winter Celebration with Multi-Cultural Presentations
- Chinese Lunar New Year Celebration
- Student Advocacy Day at City Hall
- Annual Spring Trip to Washington DC
- Annual Math, Science, Art, Photography Fair
- International World Day Talent Show
- Various Cultural Dance Presentations

In addition we have the following clubs that are very popular with our ELL students (and plan on adding new ones according to students' interests) that meet after school hours:

- Chinese and International Chess Club
- Chinese Cultural Leadership Club
- Culinary Arts Career (Cooking) Club
- DNA Barcode Project
- Fish Hatchery/Raising Brook Trout
- Green Design Lab
- I love NY Club
- Model UN Club
- Open Gymnasium Activities
- Oil Painting Club
- Photography Club
- Soccer Club

Our curriculum is skills based and we therefore use a variety of materials including: the Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, to name a few. All ESL teachers use laptop carts in the classroom and our beginning level teachers have now incorporated use of the Smart Board into the levels one and two curriculum and will be providing workshops to the rest of the staff.

Native Language Arts in Chinese or Spanish that focus on literary selections, from the classical to the contemporary. The instructional strategies for NLA are similar to those of ELA, focusing on the SED standards for reading and writing. Students will analyze verbally and in writing plays, novels, poems, and short stories. They will write four types of essays (descriptive, compare/contrast, persuasive, and reflective). They also will be assigned to read and write on themes about current events. In addition, we will align the NLA strategies to the components of a Balanced Literacy Program as discussed in the ELA section above.

For Spanish, we will pick up where they left off in the study of literature in their home countries not only to assist them in developing a

deeper appreciation of their culture but also to enhance their literary knowledge. Hence, we will introduce students to significant authors from Spain and Latin America (e.g., Federico Garcia Lorca, Isabel Allende, Gabriel Garcia Marquez, Jorge Luis Borges, etc.).

For Chinese, we likewise will provide students with the study of Chinese classical and modern literature they did not complete in China. This will help them develop a deeper appreciation of the Chinese culture and to enhance their knowledge of literature, advance their writing skills, and improve their study habits. Hence, we will introduce students to the important ancient and modern Chinese authors and thinkers, e.g., Confucius, Zhuang Zhou, Qu Yuan, Li Bai, Du Fu, Han Yu, Su Shi, and the like. The list includes writers whose works are still banned by the current regime in China. In our highly successful Chinese AP class, 95 % of our students regularly score a 5.

In addition to Native Language Arts classes we have staff members, counselors and tutors who speak Hindi, Spanish, Portuguese, Mandarin, Cantonese, and French who provide academic and social service support to our ELL students in their native languages.

It is important to remember that MCNDHS serves an older adult student population and has been doing so for the past 22 years. The average age of all students in the building is 19.5 years. Two-thirds of these students are newly arrived ELLs. Our school is open from 8:00am to 10:00pm to serve these students. Given the age of our students and the fact that are transferring from foreign high schools from over 40 different countries we do not use grade cohorts. Our school is designed to operate much more like a community college campus where students take the courses and exams that they need to satisfy New York State graduation requirements. In this setting grade cohorts make little sense. In fact, we offer College Now courses on campus in conjunction with LaGuardia Community College and maintain a College Now partnership with Baruch College. These courses are highly enrolled by our advanced ELL students most of whom have progressed within our ESL program from the beginner levels. This is a model program that offers all students an adult setting and real academic challenges. All of the materials used and teaching strategies are appropriate for an adult ESL population.

MCNDHS is one of the few high schools in New York City designed to assist newly arrived older ELLs. Very few high schools are in the position to successfully integrate an eighteen year-old student with very limited English language ability. These newly enrolled students receive an orientation where students are introduced to staff, teachers, school rules, and small group workshops are held in their native languages.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

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

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

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

Professional Development will be given on the following topics:

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

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

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

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

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

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

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

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

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

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?

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

- increase opportunities to serve with staff members on various school committees, such as School Leadership Team, Health Committees, Cultural Heritage Programs, LRE School Team, and the like
- form a core group of parents based upon native languages to reach out to other parents, help in translations, help in explaining the school and its curriculum to them
- organize meetings/seminars for parents on the New Standards, Regents exams, and graduation requirements
- involve parents in the design and implementation of the proposed year-round school
- organize parents to advocate for issues affecting the school in the city and state levels
- hold ESL class for parents of ELL 4 nights per week

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

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

We host monthly (third Wednesday of every month) parental meetings/workshops for parents of ELLs that are not charged to Title III. These workshops include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support service; and technology training to build parents' capacity to help their children at home.

Parent coordinator serves as a liaison between the school and families. She provides 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. She also maintains log of events and activities planned for parents each month and files a report with the central office.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											68	53	14	135
Intermediate(I)											144	90	17	251
Advanced (A)											65	33	5	103
Total	0	0	0	0	0	0	0	0	0	0	277	176	36	489

NYSESLAT Modality Analysis

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

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											22	14	2
	I											100	64	3
	A											22	33	11
	P											5	5	0
READING/ WRITING	B											25	11	1
	I											91	79	13
	A											28	18	1
	P											5	8	1

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	199		175	
Integrated Algebra	267	159	252	153
Geometry	96		94	
Algebra 2/Trigonometry	58		56	
Math				
Biology				
Chemistry	28		28	
Earth Science				
Living Environment	220	99	201	95
Physics	18		18	
Global History and Geography	264	130	186	104
US History and Government	227	102	172	88
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing exams and annual progress is determined through the NYSESLAT and our in house DY0 periodic assessment. The periodic assessment serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of six levels of ESL. Each exam's results provides a mechanism for reporting individual students' results through item analysis indicating areas of concern based on Depth of Knowledge levels of cognitive complexity.

These exams are given three times a year, September, December and May and we currently have 4 sets of exams completed so that in any given year no student will see the same exam twice, no matter their level. The structure of the exams was developed with differentiation in mind. Each wrong answer is coded to a type of misconception and difficulty. Some wrong answers show that the student was not able to understand any of the text. Some are non-text based errors. Some errors show that the student has misread parts of the text. And finally, some show that the student has understood parts of the text, but the answer is wrong for the given situation. After each exam a class item analysis is given to each teacher. This analysis is broken down item by item for the class as a whole so the teacher can see trends and address them, as well as by individual learner reports, so teachers' can differentiate by individual student areas of concern. In our weekly departmental meetings we have been reviewing the item analysis packets and our current instructional materials to try to address areas of misconception and reading difficulty. In addition, as in the previous year, we hired a staff developer, Dr. Rosa Leon, from NYU's Metropolitan Center for Urban Education in NYU's School of Education, who has been working with teachers to on a bi-weekly basis on the needs revealed by the item analysis packets. We hope to continue her service, budget allowing, for the 2011/12 school year. We will continue to meet regularly in 2011/12 to refine the current exams and create new ones.

The data resulting from these in-house DY0 periodic assessments is used during our monthly ESL departmental meetings as the guide for curriculum development. Teachers analyze this data not only for curriculum revisions, but also to inform differentiated instruction within individual classrooms.

The results of our NYSESLAT and LAB R exams for the past three years have consistently shown that majority of our students' scores tend to fall in the intermediate bracket, equally in the areas of listening/speaking and reading/writing. We therefore concentrate equally on all four areas in our curriculum. The AP ESL as well as all 11 licensed ESL teachers are all involved in instructional decisions from the patterns of NYSESLT and LAB-R exam results.

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

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

Our instructional strategies for ESL focus on the achievement of communicative competence (speaking, listening, reading, and writing),

vocabulary building, and phonetics. We utilize research-based methods such as Krashen's Language Plus 2, techniques based upon Cummins' BICS/CALP categories, the Natural Approach, Total Physical Response, Communicative Approach, Notional Functional Approach, Cognitive Approach, Music, and Poetry, even the Grammar-Translation and Audio-Lingual approaches. We are currently developing thematic units encompassing our current curriculum's skills and materials based on Wiggins & McTighe's Understanding by Design.

We evaluate the success of our programs for ELLs by analyzing our data results from NYS Regents exams as well as our promotion rates.

The following chart shows all ELLs' Regents results in the content areas for the school year 2010-11

	% ELL Passing	% Nat Lang Passing
US History & Gov't	76%	86%
Global Studies	70%	80%
Integrated Algebra	94%	96%
Living Environment	91%	96%
Chemistry	100%	
Physics	100%	
Geometry	98%	
Trigonometry	100%	
Total % Passing	86%	90%

Our student performance on our New York State Regents exams is evidence of the strength of our ESL program. It is clear that there is a small but statistically significant advantage for students who have native language support: Overall, students with native language support scored 4% higher on their exams. To a certain extent this is only logical. Even if a student only requests a native language copy of a Regents exam to support their use of the English language version this added support can easily translate into a few points on their final score. We could ask that more language be supported with native language translations, specifically, Urdu, French and Bengali.

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: Manhattan Comprehensive NDHS

School DBN: 02M575

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Toise	Principal		11/3/11
Judith Horvay	Assistant Principal		11/3/11

School Name: Manhattan Comprehensive NDHS**School DBN: 02M575****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Casillas	Parent Coordinator		11/3/11
Elizabeth Erraji	ESL Teacher		11/3/11
Sara Yard	Parent		11/3/11
Raquel Hernandez	Teacher/Subject Area		11/3/11
Louis Small	Teacher/Subject Area		11/3/11
	Coach		1/1/01
	Coach		1/1/01
David Robinson	Guidance Counselor		11/3/11
Gilliam Smith	Network Leader		11/3/11
Joanna Wegelinik	Other <u>ESL</u>		11/3/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 04 Network: 403/Gillian Smith

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Manhattan Comprehensive N&D HS	DBN: 02M575
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Sunday School
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 26
of certified ESL/Bilingual teachers: 11
of content area teachers: 10

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Limited English Proficiency/ESL Program. Approximately 60% of our students (550+) are ESL learners. They come from over 40+ different countries. In order to meet the English language needs of this varied population who can only stay with us for an average of four semesters before they age out, we have a Free Standing ESL Program. This is an Intensive ESL Program designed to fast-track students from interpersonal communicative skills to cognitive academic language proficiency. There are currently six levels of ESL: (1) Low Beginner, (2) High Beginner, (3) Low Intermediate, (4) High Intermediate, (5) Low Advanced –Regents Prep; and (6) High Advanced/Transitional.

Research on second language acquisition indicates that it takes an average of six years for an adult learner to achieve academic proficiency in the new language. As we are a transfer school and our average age of entrance is 19, our students must achieve the impossible in two years or less in order to pass the ELA Regents. To compensate for such a strict timeframe, they are programmed to supplemental ESL courses in our Sunday program. Our beginners, for example, are provided an average of 6 hours of supplemental instruction per week. All our ESL students attend our Sunday program. Eleven certified ESL teachers instruct during our Sunday program. Our Sunday ESL Program is funded by Title III.

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

Our school runs Monday - Thursday, 8:25 AM - 10:02 PM; Sunday, 9:24 AM - 5:36 PM.

PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

- Meaning
- Development
- Organization
- Language Use
- Conventions

PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2

Our students fulfill their ESL instructional seat time during the Monday through Thursday program.

Supplemental Intensive ESL Program for all our ESL students from 9:24 am to 1:15 pm and 1:45 pm to 5:36 pm for 26 Sundays.

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

The following texts are used in this program through direct instruction. (They are leveled in accordance to our six ESL program levels):

Best Short Stories, All American Stories, American Short Stories, What A World, What A Life, Very Easy True Stories, The Lottery, Issues for Today, Insights for Today, Concepts for Today, Themes for Today, Conflicts, Taking the High Road to Social Studies .

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

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

These activities are funded by Title III [REDACTED]

Part C: Professional Development

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

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

Begin description here: The PD at MCNDHS this year will focus on the specific needs and goals of individual teachers. All personnel, including teachers of ELLs, have identified individual teaching goals that they would to focus on and shared these goals with the administration. Many of these goals

Part C: Professional Development

included strategies for meeting the needs of ELLs.

All ELL personnel will participate in monthly one hour departmental meetings/trainings designed to help the teachers meet the before mentioned goals. These meetings will enable teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving our ELLs outcomes in standardized exams, and the construction of school-wide assessment exams.

In addition, all staff meet in small groups every other week for one hour to strategize effective practices to enable our most struggling ELLs to succeed in both their ESL and content classes. These meetings include not only ESL teachers, but also content teachers, administrators, guidance counselors and CBO employees.

We will work closely with our network to train three teachers who work with closely with ELLs to become Mentor teachers. This will take place every other Friday from November to May from 2:00-4:00.

The majority of our teachers have worked in the past year and/or will be working this year with a representative of NYU's Metropolitan Center for Urban Education, who provides research based coaching in strategies for working with ELLs.

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

Part D: Parental Engagement Activities

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

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

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

- increase opportunities to serve with staff members on various school committees, such as School Leadership Team, Health Committees, Cultural Heritage Programs, LRE School Team, and the like
- form a core group of parents based upon native languages to reach out to other parents, help in translations, help in explaining the school and its curriculum to them
- organize meetings/seminars for parents on the Common Core Standards, Regents exams, and graduation requirements
- organize parents to advocate for issues affecting the school in the city and state levels

Part D: Parental Engagement Activities

- hold 2 hour ESL class for parents of ELLs once a week

In addition, we host twice a year (10/21 and 04/21) two hour ESL parent workshops with licensed ESL teachers and content area department chairs presenting our High-Quality Instructional Title III program. We provide a question and answer forum for parents at this time. More than 50 parents usually attend with translation offered in Spanish, Mandarin, Cantonese, Bengali, Hatian Creole and French.

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

We host monthly (third Wednesday of every month) parental meetings/workshops for parents of ELLs that are not charged to Title III.

Part E: Budget

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

Allocation Amount: \$61544

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	59871.76	SUPPLEMENTAL INSTRUCTIONAL ACTIVITY#2 1176 hours of per session for licensed ESL teachers to support ELL students on Sunday: 28 Sundays x 3.5 hours x 12 teachers x \$50.06 = \$ 58870.56 20 hours of per session for licensed ESL teachers to support parents of ELLs: 2 days x 2 hours x 5 teachers x \$50.06 = \$1001.2
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	1470.00	What A World, What A Life, Penguin Very Easy True Stories (Various): \$21 x 70 = \$1470

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

Allocation Amount: \$61544

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	202.24	Instructional Supplies: Pens
TOTAL	61544	