



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME:

MANHATTAN SCHOOL FOR CAREER DEVELOPMENT

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

75/M/751

PRINCIPAL:

EWA ASTERITA EMAIL: EASTERITA@SCHOOLS.NYC.GOV

SUPERINTENDENT:

GARY HECHT

08-23-2013

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
Ewa Asterita	*Principal or Designee	
Thomas Rosa	*UFT Chapter Leader or Designee	
Rhonda Adamson	*PA/PTA President or Designated Co-President	
Arleen Celi	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jenny Rodriguez	CBO Representative, if applicable	
Antonia Guinals	Member/	
David Mayen	Member/	
William Shepard	Member/UFT	
Damian Gennino	Member/UFT	
David Parslow	Member/UFT	
Stuart Miller	Member/UFT	
Debrah Williams	Member/Parent	
Sarah Cruz	Member/Parent	
Lisa Rosa	Member/Parent	
Peter Quiones	Member/Parent	
Constance Hudgins	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2013, there will be an increase in use of effective instructional strategies to improve student achievement as evidenced by low-inference observations which provide action plans along with customized professional development options.

Comprehensive needs assessment

- During the Mid-Year Conversations last year, the staff requested feedback and professional development options to enhance their pedagogical skills. The Educator's Customized Platform for Professional Development [ECPPD] is completed by all teachers. The plan provides a comprehensive research-based action plan and professional development strategies that are aligned to both Common Core Learning Standards, the Career Development and Occupational Studies Standards, and the Chancellor's Instructional Expectations.

Instructional strategies/activities

- All students need to be provided with rigorous 21st century College and Career Readiness Skills which connect to the Common Core Learning Standards and Chancellor's Instructional Expectations. The objective is to increase effectiveness of the teacher's instructional performance. To assist instruction, enhanced technology will be provided in classroom, upgraded summer school programs will be located in the renovated Career Center, textbooks and the library collection will be augmented, before & after school programs, including Title III, Step Ahead, and Jose P. training will be expanded. Additional instructional supplies will be provided for all the foregoing programs and enhancements. Teachers also will be provided with MiFi access, mobile phones, and transportation reimbursement to/from CBVI offsites and during the Chapter 683 session where required. There will be annual average of 6 mini and formal observations geared toward measuring proficiency and assisting teachers in aligning with the most up-to-date, research based methodology and pedagogy. The mini and formal observations are copiously documented. Verbal feedback is provided within 24 hours of each observation and written feedback provided within 72 hours; said feedback consists of recommendations to each teacher, specific behaviors, methods and processes for altering, or modifying instructional behaviors and processes to incorporate and implement the Instructional Rounds in all classroom environments. All administration staff will conduct the observations within the 2012-2013 academic year.

Strategies to increase parental involvement

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent/guardian program that will ensure effective involvement of parents and community in our school. Our school's policy is designed to keep parents informed by actively involving them in transition planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and school committees as trained volunteers and welcomed members of our school community. Our school will support parents and families of students by:

- Informing parents/guardians of the pilot Teacher Effectiveness Program via Parent Coordinator Monthly Newsletter, emails and school website;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Providing multiple parent information sessions regarding the pilot Teacher Effectiveness Program;
- Providing information to parents in multiple languages and in multiple forms, i.e. phone calls, email, newsletter, postcards, letters, Parent Handbook ;
- Ensuring that parent contact information is current;
- Utilizing the Parent Coordinator as a link between school & home through establishment of the Parent Resource Room, online communications and the Parent Newsletter.

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

▪ The observation model encompasses four rating categories [highly effective, effective, developing and ineffective] with a current overall final rating of either Satisfactory or Unsatisfactory. MSCD's observation model draws from the pilot Teacher Effectiveness Program currently being conducted in selected schools in New York City. These four rating categories have been adopted by the NYS legislature [3012-C] as part of the overall teacher evaluation legislation [encompassed in the Race to the Top program], which will be adopted statewide.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, Post-Secondary Outcomes will be improved, evidenced by increasing competitive employment placements and/or postsecondary training by 5% from last year.

Comprehensive needs assessment

- Transition Planning is at the core of the mission of the school. While overall post secondary placements rates and agency linkage rates are high, we intend to improve the 2013 rates even further. We will incorporate new methodology in data collection via Google Docs to ensure that all students are properly tracked and that relevant data can be captured to assist us in improving our levels of post-secondary placement as well as to implement more highly nuanced methods to continually increase our overall sustainability rate.

Instructional strategies/activities

- Incorporate rigorous vocational curriculum aligned to Common Core Learning Standards in the main site in order to enhance students' career readiness skills;
- Collaborate with CO-OP Tech to provide students with vocational certificate program opportunities;
- Establish after school Job Readiness program which will focus on career development and entrepreneurship; augment supplies for after-school and instructional programs.
- Provide work-based learning students with Getting Ready to Learn Instruction;
- Set up an after school program which focuses on STEM instruction, specifically robotics;
- Incorporate Respect for All workshops to enhance students social skills;
- Partner with non-for-profit agency to expedite eligibility process;
- Create online Google Docs database that tracks all transition planning for students who are exiting the school;
- Review Level I Vocational Assessments to ensure appropriate placement of students;
- Create video resumes for the graduates;
- Program and schedule work based learning sites through STARS via guidance counselor;
- Conduct Level II Vocational Assessments (CareerScope), to assess aptitude and interests of the students;
- Conduct Level III Vocational Assessments to access daily progress of the students at the work based learning sites and provide student stipends and attendance incentives;
- Collaborate with agencies in order to provide students with access to state of the art technology, training and certificate programs.

Strategies to increase parental involvement

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent/guardian program that will ensure effective involvement of parents and community in our school. Our school's policy is designed to keep parents informed by actively involving them in transition planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and school committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of students by:

- Informing parents/guardians of the transition planning via Parent Coordinator Monthly Newsletter, emails and school website;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing assistance to parents in understanding City, State and Federal standards, assessments and benefits;
- Providing multiple parent information sessions regarding transition planning and benefits; parent coordinator to host these sessions.
- Providing information to parents in multiple languages and in multiple forms, i.e. phone calls, email, newsletter, postcards, letters, Parent Handbook ;
- Ensuring that parent contact information is current;
- Utilizing the Parent Coordinator as a link between school & home through establishment of the Parent Resource Room.

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

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

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, students will demonstrate improved mastery of skills across the content areas of ELA, Math, Social Studies, and Science as evidenced by successfully completing eight Common Core Standards-aligned tasks (two units of study in each subject area) as documented in student portfolios.

Comprehensive needs assessment

- Applicable Citywide Instructional Expectations require that all students have an ELA based culminating project as well as a Mathematics, social studies and science based culminating project; said projects are due in June, 2013. This requirement of culminating student projects is also set forth within the rubric of the Teacher Effective Program, of which MSCD is a participant. These academically based projects will form a component of the student's overall Student Learning Portfolio. Recent research indicates that Student Learning Portfolios provide a richer, picture of student performance, progress and achievements in all areas than can be gained from more traditional and objective forms of assessment.

Instructional strategies/activities

- Assess students via Scantron and teacher made rubrics and assessments; ensure all computers and "Mouse Squad" utilize state-of-the-art software;
- Assess all students via SANDI assessment ; ensure all school-wide computers and technological equipment, including equipment used during the Chapter 683 summer session, operate at highest capacity;
- Utilize Unique Learning System (High school and Transition Curriculum) to facilitate learning;
- Enter students' work in the portfolios; teachers will conduct weekly portfolio conferences with students to provide specific feedback where students are asked to re-examine their work and to discuss the strengths/challenges of their work and ways to improve their performance.
- Create rubrics to connect to the Common Core Standards;
- Provide teacher professional development regarding Common Core Standards;
- Orient Student Council with the expectations of the culminating literacy, math, social studies and science tasks;
- Review of students' work by the Teacher Leader teams to ensure connection to the Common Core Standards;
- Collect all the projects and rubrics, including Project Art products

Strategies to increase parental involvement

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent/guardian program that will ensure effective involvement of parents and community in our school. Our school's policy is designed to keep parents informed by actively involving them in transition planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and school committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of students by:

- Informing parents/guardians of the Common Core Learning Standards via Parent Coordinator Monthly Newsletter, emails and school website;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Providing multiple parent information sessions regarding Common Core Learning Standards;
- Providing information to parents in multiple languages and in multiple forms, i.e. phone calls, email, newsletter, postcards, letters, Parent Handbook ;
- Ensuring that parent contact information is current;
- Utilizing the Parent Coordinator as a link between school & home through establishment of the Parent Resource Room.

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

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

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
8	1	1	1	1	1	1	1	n/a
9	12	12	12	12	12	12	12	1
10	16	16	16	16	16	16	16	n/a
11	32	32	32	32	32	32	32	n/a
12	174	174	174	174	174	174	174	n/a
Total	235	235	235	235	235	235	235	1

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	The Wilson Reading System. The Wilson Reading System addresses reading comprehension, vocabulary and fluency. Small group Instruction is designed to address learning strategies for ELL students. The program develops basic literacy skills through a phonics-based approach. It is delivered during the school day, individually and in small group settings by Wilson certified ELA staff	Small group instruction	Delivered daily during the literacy courses.
	Wilson Services	Pull-out one-to-one instruction provided students who need intensive interventions.	Delivered daily during scheduled time.
Mathematics	Unique Learning System (high school & transition curricula). Monthly instructional thematic units of study. Mathematics lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group instruction	Delivered daily during the math courses.

Science	Unique Learning System (high school & transition curricula). Monthly instructional thematic units of study. Science lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group instruction	Delivered daily during the science courses.
Social Studies	Unique Learning System (high school & transition curricula). Monthly instructional thematic units of study. Social studies lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group setting	Delivered daily during the social studies courses.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Women's and Men's groups meet weekly to discuss topics related to academic growth, attendance, punctuality, responsibility, self-determination, self-advocacy, life skills, positive self-esteem and relationships.	Small group setting	Delivered once a week during the regular school day.
	Respect for All anti-bullying Course	Large group setting	Delivered once a week during the regular school day.
	Counseling Sessions	Individual and Group setting	Delivered weekly during the scheduled day.

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.

MSCD conducts multiple recruitment activities, such as participation in job fairs, partnering with NYC Teaching Fellows, posting vacancies in multiple sites and teacher colleges, as well as maintaining an active webpage in order to attract the largest possible pool of highly qualified applicants. All prospective teacher applicants are interviewed by a school-based interview team consisting of teachers, administrators, parents, related services providers, and paraprofessionals. We provide all beginning teachers with full-time mentors. All our teachers are provided with access to multiple forms of technology in order to assist both in classroom instruction and in student data compilation and analysis. We provide all teachers with the opportunity to receive intensive, sustained, and research-based professional development both in content and pedagogy in all core subject areas. We provide all teachers with research-based staff development in classroom management. We provide high quality District coaches to all teachers, both at the main site campus and at all CBVI offsites. All teachers are members of Teacher Teams to facilitate communication, collaboration, and inter-visitations across classroom and subject areas.

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	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	275	Total Number of ELLs	59	ELLs as share of total student population (%)	21.45%
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Part II: ELL Identification Process

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

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

All English Language Learners (ELLs) or Limited English Proficient students (LEPs) are identified and referred to 751M by the CSE (Committee on Special Education). The CSE evaluates and assigns them to Freestanding ESL, Dual Language or Transitional Bilingual Education programs. Dual Language Programs are not offered at MSCD at this time. As part of the intake process at the CSE, parents complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language, as well as in English. When the HLIS shows the student speaks another language, that student becomes eligible to take the Language Assessment Battery (LAB-R). When the LAB-R is given and the potential ELL falls below the cut score, then the student is designated for ESL or Bilingual services. If the student's home language is Spanish and they do not pass the LAB-R, then the Spanish LAB is administered. When students are not evaluated by the CSE, ELL identification becomes the responsibility of the school. When a home language survey is not available, e.g. the student has missing records or is from out of state, the HLIS is done at the school and the LAB-R is administered if necessary. MSCD has two certified ESL teachers who handle this process: Teresa Lee, who is fluent in Korean and English and Thomas Rosa, the Dean, who is fluent in Spanish and English. They confer weekly with the Pupil Accounting secretary to get information about newly enrolled students and verify their home languages. When a Spanish LAB needs to be administered MSCD has three certified Bilingual Spanish teachers available to give it: Oscar Marmolejo, Josefina Marmolejo or Raul Padilla. This procedure is done only once within two weeks after enrollment as per NYS guidelines

(<http://www.p12.nysed.gov/biling/bilinged/faq.html#language2>), ideally 10 business days

(<http://schools.nyc.gov/Offices/District75/Departments/ELL/default.htm>). The ESL staff also identify students eligible for the LAB-R by printing a report called the RLER. It is accessible through Automate the Schools (ATS) and lists all students who should take the LAB-R as well as the New York State English as a Second Language Achievement Test (NYSESLAT). In addition the RLAT (NYSESLAT grades from last three years) report is printed out along with our list of our ELLs from the compliance binder. LEPs at 751M are evaluated annually using NYSESLAT. The following pedagogues make up our NYSESLAT team: ESL teachers Teresa Lee and Thomas Rosa, and Bilingual teachers Josefina Marmolejo, Oscar Marmolejo and Raul Padilla. Letters are sent home to all eligible students informing them of the test schedule. All of the ESL staff are included in this process. Ms. Teresa Lee and Mr. Thomas Rosa, who are both ESL certified teachers handle most of the testing at the school. Ms. Lee, who is itinerant, tests the students on her caseload. Mr. Rosa assists by testing many of the ELLs at the school's main site. He does so with help from Ms. Josefina Marmolejos, who is Bilingual certified, in addition to Ms. Lee. Ms. Marmolejos tests her Bilingual students exclusively and then opens her classroom to test other ESL students, assisting Ms. Lee and Mr. Rosa. Oscar Marmolejos, Bilingual certified, tests the students at our Teachers College, Columbia University work site. His site also serves as a testing center for other MSCD work sites in the area including: Barnard College (Columbia University) and the 369th Armory (in Harlem). When students are absent during the initial testing period, phone calls are made to their homes. If they do not return in time, they are invited to go to the MSCD main site, 113 E. 4th Street New York, NY during the make up period in the month of May. Raul Padilla, who is Bilingual Certified, handles the testing of ELLs at our inclusion program at Humanities High School. When needed, he serves as a test proctor for other students by coming to the main site if the other teachers are not available; e.g. attending professional development or prolonged absence. To ensure parents understand our programs, Thomas Rosa, ESL teacher, addressed them at our first PTA meeting on October 1, 2011. Follow up letters are subsequently mailed informing parents of ELLs of their child's placement in ESL or Bilingual programs as well as the benefits and execution of each at MSCD. Parents who have questions are invited to come back to the school to discuss them with the principal or ESL staff. In addition, parent teacher conferences and PTA meetings also serve as arenas for parent inquiries.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	4	1	0	1	1	0	6	0	0	11
Dual Language										0
ESL	15	0	0	16	2	0	17	0	0	48
Total	19	1	0	17	3	0	23	0	0	59

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

C. Home Language Breakdown and ELL Programs

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

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

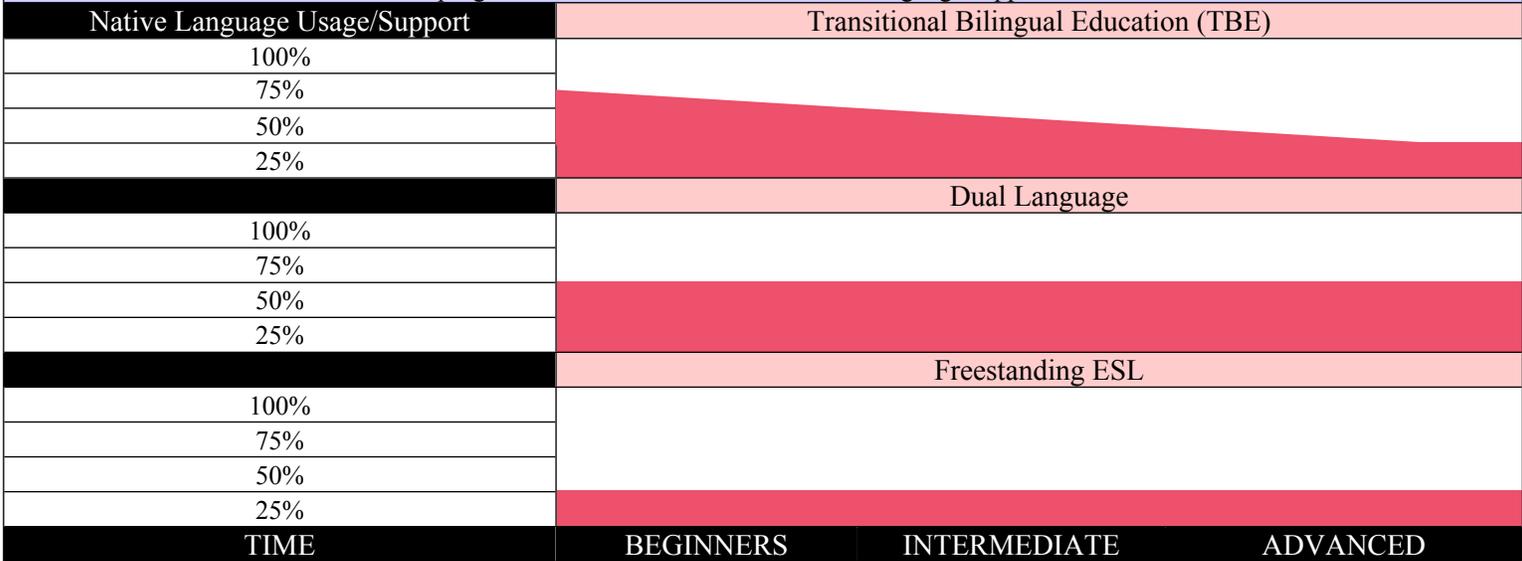
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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

Native language support is provided in TBE (Transitional Bilingual Education) as per the state mandates, 45 minutes per day across varying content areas including Math, Social Studies and Science. ESL students receive native language opportunities through the internet, Spanish language books and audio books in the library, multicultural events and school activities and our Title III Program, where there is often a mixture of parents and students who speak different languages. As mentioned above, all services support and resources support ELLs. The curriculum (Unique) and assessments (Achieve 3000, Scantron Achievement edition) are research based and appropriate for 9-12 grade classes. The reading materials are leveled and age appropriate (Wilson Reading System, High Noon Reading , Reading

Comprehension and Fluency Books). The class sizes are smaller at a 12:1:1, with one teacher and paraprofessional as per the students' IEPs. Newly enrolled ELLs do not receive assistance other than the information furnished by the Parent Coordinator during the enrollment process. 751M runs on a twelve month program, with a majority of the students working for the Summer Youth Employment Program. Unless an new ELL registers during the summer, she will not become acclimated to the school before the first day in September. Language electives are not offered at MSCD at this time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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 staff are encouraged enroll in the PDs provided by the Department of Education:

D75-11-048 ELL Compliance Professional Development Institute Series:

Session#1: LAB-R, ATS, LAP, Title III and Compliance Binder Documents,
Larisa Kabbaj 2011-2012

D75-11-049 ELL Compliance Professional Development Institute Series: BESIS Training Session #2A: How to complete the Bilingual Education Student Identification Survey (BESIS), Larisa Kabbaj 2011-2012

D75-11-050 ELL Compliance Professional Development Institute Series: BESIS Training Session #2B: How to complete the Bilingual Education Student Identification Survey (BESIS), Larisa Kabbaj 2011-2012

D75-11-052 ELL Compliance Professional Development Institute Series: BESIS Training Session #2C: How to complete the Bilingual Education Student Identification Survey (BESIS), Larisa Kabbaj 2011-2012

D75-11-051 ELL Compliance Professional Development Institute Series: Session #3: Administration of the NYSESLAT 2012 Larisa Kabbaj 2011-2012

D75-11-040 ELL Teacher Professional Development Institute Series: Session #1: Immigration's Influence on the Life of America Through the Centuries for ELLs with Disabilities, Larisa Kabbaj 2011-2012

D75-11-041 ELL Teacher Professional Development Institute Series: Session #2: How Music of Many Lands Has Affected the American Musical Landscape for ELLs with Disabilities, Larisa Kabbaj 2011-2012

D75-11-042 ELL Teacher Professional Development Institute Series: Session #3: The Literature of Immigrants to America for ELLs with Disabilities and Participant Showcase, Larisa Kabbaj 2011-2012

D75-11-043 English Language Learners Professional Development Institute Series: Jose P. Training, Larisa Kabbaj 2011-2012

D75-11-044 New ELL Teacher Professional Development Institute Series: Session #1: Elements of a Good Lesson Plan for ELLs with Disabilities, Larisa Kabbaj
2011-2012

D75-11-045 New ELL Teacher Professional Development Institute Series: Session #2: Structure in Behavior Management for ELLs with Disabilities, Larisa Kabbaj 2011-2012

D75-11-046 New ELL Teacher Professional Development Institute Series: Session #3: Adapted Books for ELLs with Disabilities, Part I, Larisa Kabbaj 2011-2012

D75-11-047 New ELL Teacher Professional Development Institute Series: Session #4: Adapted Books for ELLs with Disabilities, Part II Larisa Kabbaj 2011-2012

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

Since our students are in a secondary school program for non-diploma bound learning disabled students, transition to the worksites and beyond crucial. There is no middle school to high school transition for them. Our staff mainly helps ELLs transition from the main site to the MTC, usually at the age of 18. During monthly staff meetings and on Professional Development days, we host workshops that deal with transition, the Talent Management Pilot, professional learning standards, best practices and curriculum. These workshops help the staff become more familiar with the transition process and the goal of helping our students find gainful employment while maintaining rigorous

academics on their cognitive level. Jose P. training is provided by the Department of Education. Certificates are stored in the main office.

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?

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	1	1	2
	I										0	1	3	19
	A										2	2	3	7
	P										0	1	0	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B										1	3	5	16
	I										1	2	2	13
	A										0	0	0	1
	P										0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

New York State Regents Exam

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

Native Language Tests

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

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

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.

Our assessment for 751M SWDs is the NYSESLAT. We use the RMNR (NYSESLAT combined modality report) to track student progress across proficiency levels and grades. Most of our students are doing better on the speaking and listening portions of the exam than the reading and writing. Twenty-three out of 49 ELLs have scored intermediate on the speaking and listening modalities and twenty-five have scored beginning on the reading and writing modalities across all grade levels. This trend is more prevalent with our 12th graders: Nineteen have scored intermediate on speaking and listening and 16 have scored beginning on the reading and writing. The data shows that our ELLs are improving on their speaking and listening abilities but need more structures to develop native-like reading and writing. However, this data does not totally reflect our students' abilities. Many of them must read signs and instructions at their work sites daily (e.g. the 69th Armory, Baruch College, the Veterans Hospital) to navigate safely throughout the day. In addition, many of them do not like test taking and express angst and anxiety during the exam period. In spite of these factors, the ESL staff will address the language needs our ELLs in the following ways: Title III will help students develop the reading and writing skills that pertain to the workplace (filling out job applications, creating resumes, reading job descriptions, writing personal statements), AIS will be provided to all ELLs by a licensed ESL or Bilingual pedagogue twice a week from 3:00PM-5:00PM, students who have scored English proficient on the NYSESLAT will be recruited to be mentors for students who are still developing their English skills (via work site visitations, school assemblies, extra curricular activities and Title III programming). Our program will be evaluated as successful if we can show an increase in students moving from intermediate to advanced or beyond on the speaking and listening modalities of the state and exam and from beginning to intermediate or beyond on the reading and writing portions. We currently have twenty-five students who have scored intermediate speaking and listening and twenty-five who have scored beginning on the reading and writing. Student improvement in both of these categories will define success for our program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: 751M

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josefina Marmolejos/Bil	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

Cluster: District 75 Network: 5

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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