



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name: MANHATTAN CENTER FOR SCIENCE AND MATHEMATICS**

**DBN (i.e. 01M001): 04M435**

**Principal: DAVID JIMENEZ**

**Principal Email: DJIMENE2@SCHOOLS.NYC.GOV**

**Superintendent: ANTHONY LODICO**

**Network Leader: GERARD BEIRNE**

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
David Jimenez	*Principal or Designee	
Robert McCue	*UFT Chapter Leader or Designee	
Ninfa Manosalvan Campoverde	*PA/PTA President or Designated Co-President	
Tammy Wynn	DC 37 Representative, if applicable	
Yeiny Moreno	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michael Salek	Member/ Chair person/Administration	
Julie Kraus	Member/ Secretary/Teacher	
Ethel Wang	Member/ Teacher	
Marjorie Legene	Member/ Parent	
Glafina Peralies	Member/ Parent	
Maria Cabaral	Member/ Parent	
Marisa Goris	Member/ Parent	
Bibi Braide	Member/ Parent	
Irene Fosu	Member/ Student	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014 students identified in the lowest third grade 9 will achieve a 3% improvement in college ELA readiness as measured by English 1 course passing rates.

### **Comprehensive Needs Assessment**

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

The NYCDOE Progress report indicates an 84.1% ELA College readiness standard, in conjunction with CUNY College Exam reports indicating an average score of 56 in writing. We seek an increase of 3% from our baseline of 84.1%.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- A Bridge program will be established for incoming grade 9 lowest third students to focus on high school readiness, writing, math and study skills.
- Lowest third incoming grade 9 students will take a reduced class size course for English with a writing intensive curriculum.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. AP English, AP Pupil Personnel Services, English teachers, bridge program teachers

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each of the 6 yearly marking periods will serve as a benchmark to assess our progress.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Bridge programs will be implemented in the summer identifying lowest third incoming students.
- Lowest third student s will be identified for a writing course to be developed by the English department aligning ELA Common Core standards with ELA curriculum infusing a writing intensive component for these target students.
- After-school tutoring will mandated as necessary fro students in need of remediation.

### **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).

Parents will be provided with teacher grade book access, and conference when students are failing. Conferences will be made by English teachers and guidance counselors.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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.

School daily attendance will increase by 1.4% to 94% annual average by June 2014.

### **Comprehensive Needs Assessment**

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

The current annual attendance rate is 92.6%. We seek to an increase of 1.4% from this baseline of 92.6%.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- We will use school messenger to communicate with parents about their child’s cutting patterns.
- Students with IEPs and ELL students will be targeted for improvement by their respective counselors.
- Increase the number of deans to reduce cutting. Deans will address cutting without reach and discipline as necessary.
- Guidance counselors will conference with students who have less than a 90% attendance rate each marking period.
- Attendance teacher will continue to monitor students with excessive absences by performing home visits and conferencing
- Teachers will notify parents of period absences exceeding 3 via phone, letter, or email and document the contact in Skedula.

**B. Key personnel and other resources used to implement each strategy/activity**

1. AP Safety, AP Pupil Personnel Services,

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each month’s PAR report will serve as benchmarks to monitor progress, effectiveness and impact of our strategies.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. We will use the school messenger to notify parents of student absences.
2. We will use PupilPath, the online teacher rollbook to involve parents and hold students accountable for improved attendance and overall performance.
3. Teacher will be required to maintain a form, collected bi-weekly from students, and signed by both students and parents to confirm that they both have looked at student performance and attendance on PupilPath.
4. The Attendance Teacher will call and visit students with egregious attendance issues.

**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).

All parents will all be provided with data systems access to view their child’s attendance. These registration codes will be mailed by mid September. Parents will be notified of daily absences via phone messaging. Parents will be notified of absences exceeding three by subject teacher. Exceeding 5 absences parents will be in conference with Guidance counselors. Students exceeding 10 absences parents will be contacted by the Pupil Accounting Secretary. The attendance teacher will make home visits as necessary .The parent Coordinator will be available to meet with parents as needed for student attendance/family purposes.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, LEP students will increase the number testing out of service by 3% as measured by NYSESLAT.

**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.

NYSESLAT scores indicate that 50% passed the test. We seek to increase that passing rate another 3%.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- ESL courses will be taught by an ESL and General Education English teacher

**B. Key personnel and other resources used to implement each strategy/activity**

1. ESL Coordinator, AP English, ESL teacher, English teacher

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each of the 6 yearly marking periods will serve as a benchmark to assess our progress.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. General education and ESL teachers will coordinate ESL classes

***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).

To increase parent involvement we will:

Teachers will be required to communicate with parents regularly through PupilPath.

The School website will be updated regularly with information that is pertinent to parents.

The school phone Messenger will be used to inform parents of meetings and school events.

Parents will be invited to take part in workshops and schoolwide conferences.

The administration and teachers will engage with parents in the PA.

Parents will be held accountable for looking at student grades.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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.

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

**B. Key personnel and other resources used to implement each strategy/activity**

- 1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1.

**D. Timeline for implementation and completion including start and end dates**

1.  
**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**  
1.
- B. Key personnel and other resources used to implement each strategy/activity**  
1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- D. Timeline for implementation and completion including start and end dates**  
1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Readings of brief passages and having students produce reaction papers that they must also revise.	<ul style="list-style-type: none"> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• One to One/Small Group: After School, Tuesday - Thursday</li> </ul>
<b>Mathematics</b>	Using online diagnostic and practice software coupled with highly differentiated learning tasks.	<ul style="list-style-type: none"> <li>• Block classes for Incoming 9<sup>th</sup> graders in Algebra 1 and Geometry (score less than 80 on Algebra 1 Regents)</li> <li>• CTT Math in Algebra, Geometry and Algebra 2/Trig</li> <li>• Students taking Trigonometry will also take Pre-Calculus concurrently providing additional supports</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> </ul>
<b>Science</b>	Using online diagnostic and practice software coupled with highly differentiated learning tasks.	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• CTT Science in Living Environment and Earth Science</li> </ul>	Small group, one-to-one and tutoring sessions: During the school day and after school
<b>Social Studies</b>	DBQ practice and reaction papers.	Document Based Questions and Thematic Essay Writing	Small Group Instruction: During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling for at risk students as needed	One to one session: During the school day.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff will recruit excess staff from schools within the network and attend hiring fairs to identify and recruit highly qualified teachers. Professional development is data driven and teachers form and integral part of the professional development committee. Teachers are provided in-house and off-campus professional development as their needs dictate. Mentors are assigned to support struggling and un-qualified teachers. The pupil personnel secretary will continue to work closely

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Department inquiry teams continually align the curriculum to CCSS as student performance and anecdotal data suggests. Network curriculum specialist meets monthly with departments to help align curriculum to CCSS. Teachers and paraprofessional are continually observed to provide them with feedback and help them with reflect on their practice. The staff and administration will continue to attend in network and district CCSS workshops.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Reduced class size 9 <sup>th</sup> grade writing classes have been implemented to offer individual attention to students in need. Saturday math classes to support at-risk population. Double period math to support at-risk population. Extra lab period per week to enhance hands-on learning in Science. Makeup labs offered after school. PD to increase common core understanding and curriculum writing. College readiness support software such as Naviance. Enhancing website and maintaining school messenger and online rollbook to communicate with parents and students.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers are engaged in inquiry team work which analyzes student assessment data. Teacher teams disaggregate the data based on student ethnicity, language proficiency, socio-economic status, and other at-risk factors. School will continue to offer workshops during Chancellor Professional Development days on best practices for understanding and utilizing student assessment data. Assistant Principals and the Principal will continue to hold one on one conferences to discuss student assessment data, help teachers reflect on their practice, and help teachers develop strategies and set goals for improvement.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>435</b>
School Name <b>Manhattan Center for Science and Math HS</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mr. David Jimenez</b>	Assistant Principal <b>Mrs. Yecenia Delarosa</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Angie Thomas</b>	Guidance Counselor <b>Mrs. Marcia Valle</b>
Teacher/Subject Area <b>Mrs. Rosa Chu/SS</b>	Parent <b>Maria Fernandez</b>
Teacher/Subject Area <b>Ms. Stephanie Gonzalez</b>	Parent Coordinator <b>Ms. Julia Valentin</b>
Related Service Provider <b>type here</b>	Other <b>Ms. Danixa Rivera</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Mr. Lu</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1640</b>	Total number of ELLs	<b>63</b>	ELLs as share of total student population (%)	<b>3.84%</b>
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## Part II: 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):
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										4	2	1	1	8
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										1	1	1	1	4
self-contained										2	1	1	1	5
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	4	3	3	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	13
SIFE	15	ELLs receiving service 4-6 years	21	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	16	6		4	2		3			23
Dual Language										0
ESL	12		1	17	5	4	11	2	8	40
Total	28	6	1	21	7	4	14	2	8	63
Number of ELLs who have an alternate placement paraprofessional: 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										22	9			31
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	22	9	0	0	31

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	14	1	3	27
Chinese														0
Russian														0
Bengali										1		1	1	3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	10	15	3	4	32

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		1	
Integrated Algebra		32		27
Geometry	14		11	
Algebra 2/Trigonometry	6		1	
Math				
Biology				
Chemistry	7		2	
Earth Science		9		1
Living Environment		25		19
Physics				
Global History and Geography		12		9
US History and Foreign Language	1		1	
Government				
Other <u>Spanish P</u>		5		5
Other <u>Spanish R</u>		7		6
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We are a high school; therefore, the students usually come to us as English Language Learners with NYSESLAT results, and this is the initial data that we use to drive instruction. We also use the database from ARIS, like 8<sup>th</sup> grade performances to plan for instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The NYSESLAT data reveals different patterns this school year. Our Bilingual Cohort begins in the 9<sup>th</sup> grade with approximately 34 Spanish language students every year, and in addition there are usually 5 ELLs of other languages. Usually by the time they are seniors there are only a few that continue to need ELL services. In this data it shows that 12 seniors are long term ELLs; 3 Juniors; 16 Sophmores; and 32 Freshmen. The data also reveals that most of the students do not pass the NYSESLAT due to the reading and writing performances.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The modalities reveal that most of our ELLs fall under the Advanced levels in both Listening/Speaking and Reading/Writing. The alarming issue is that only one Sophmore is proficient in reading/writing out of all the ELLs. This data affects instructional decisions because it shows us which modality we need to target the most during instruction.
4. For each program, answer the following:
  - a. 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?

In the TBE program, there is higher success. Our Bilingual students take Living Environment, Global History and Algebra in Spanish. The data in this document does not include all the students in the TBE program as they transition from freshmen year. This data only includes the 63 CURRENT ELLS regents examinations. The regent results for these students are 76%, 75% and 84%. For the ESL program, the English regent results are 1%. The 1% is alarming, since the school's data is 90% passing; therefore, the data really means that only 10 current ELLs have taken the English Regents and only 1 has passed.

In our school we do not analyze ELL periodic assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We have a strong Bilingual team and program at our school. We conduct monthly meetings and stress the importance of mastering the native language in Spanish so that students can eventually become proficient in the English language.
7. 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Through cabinet meetings, which are open to the entire staff, we discuss our school's progress report. In these meetings we acknowledge how the ELLs allow us to gain points in our progress report. Through Bilingual team meetings, which are also open to the entire staff, we discuss the data that serves as evidence that our ELLs have met AYP, the effectiveness of our programs and the improvements that are needed. We also take a look at the credit accumulations and regents performances to determine the success of our programs.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Students are accepted into our High School from NYC middle schools; however, if a student enters our school for the first time the process is different. First, the personell in the guidance office interviews the parent(s) and student(s) to see if our school is a good fit for the child. The staff will then call our Bilingual Coordinator to perform a HLIS. If the home language is not English then the bilingual coordinator/Assistant Principal will administer the LAB-R (if necessary). Sometimes the families' native language is not English; however, the student has been learning English since pre-K, and is evaluated as someone that should not be evaluated as an ELL. Based on the performance of the LAB-R, one can determine if the student is an ELL or a non-ELL based on a scoring guide. The parents are also shown a video and allowed to fill out a Parent Survey and Program Selection form. Based on the survey the student will then be placed in our Spanish Transitional Bilingual Program or the Freestanding ESL Program. A beginner leveled student will be placed in 3 ESL classes, an intermediate leveled student will be placed in 2 ESL classes and 1 NLA, and an advanced leveled student will be placed in 1 ESL, 1 NLA and 1ELA class. The ELLs are also required to take the NYSESLAT in March until they pass it, otherwise they remain part of our TBE or ESL programs. Once they have passed the NYSESLAT, they are taken out of the programs but will be rendered test accomodations for up to two years.  
During the first week of school, the bilingual coordinator will print and distribute to all the parents via mail the letters of entitlement for ELLs as well as the letter of non-entitlement for the students that have passed the NYSESLAT. These letters are printed and distributed in English, Spanish, Chinese and any other home langauge serviced at our school if available through the NYC DOE website. For the new parents, the bilingual coordinator along with the Bilingual Team of the school will conduct an orientation meeting to present to the parents a lot of information pertaining to our school Transitional Bilingual and ESL Program during the first Parent Association meeting. If the Coordinator was not able to help the parents with the Parent Survey and Program Selection form during the first week of school, and if mailed and not returned, then the default in our school is to place the student in the Transitional Bilingual Program. During this informative meeting, parents are oriented about the programs available to their children and further schedule changes are granted.
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.  
The Bilingual Coordinator interviews the parents one-on-one during the first few weeks of school, within the 10 days after admissions, and in her office allows parents to watch the video provide through the NYC DOE website in their native language (if available). She also explains it to them verbally. We conduct orientation meetings for parents during Orientation and Parent-Teacher Conferences. We call parents into our office for interviews. We are on the agendas of PA and SLT meetings. We try to do as much outreach within the first two weeks of school or as the students are admitted into our school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
Entitlement letters are printed from the NYC DOE website, a letterhead is attached to each, and they are mailed out. Parent Survey and Program Selection forms are only given to new admits in person or via mail and later placed in the child's CUM records.
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.  
MCSM is a screened school and we have a formula by which we accept students into our school. As soon as school begins and we get the NYSESLAT results we know whether the student is a beginner, intermediate or advanced student. For newcomers we use the data from the LAR-R results, and after the student takes the LAB-R, the ELPC screen on ATS is updated within 20 days. Presently, we have noticed that the majority of our students are advanced throughout the 4 grades. Out of the 63 ELLs, there are 2 beginning in the Freshmen Cohort, 19 intermediates and 42 advanced students. Beginners are given 3 ESL and 1NLA classes, Intermediates 2 ESL and 1 NLA classes, and Advanced 1 ESL, 1 ELA and 1 NLA.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

After our Principal receives the packages of all the NYSESLAT material, it gets delivered to the Science Assistant Principal's room. She begins the administration of the exam by conducting several meetings, sending out the ESL teachers for exam training, and informing the entire staff. The speaking part is given to students individually by appointment. The other 3 parts are given to the students in their ESL classes. If a student is absent, they can make up the exams in the APs office. After administration, everything gets shipped back to the appropriate locations.

6. 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.) 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.  Based on our records, most parents of Spanish descent request that their children be placed in our Spanish Transitional Program, approximately 34 students each school year. The parents of Chinese, French, and other language descents, request that their children be placed in the Free-standing ESL Program, approximately 5 students each school year.

For the most part, parent requests are always granted. Some parents do not want their children in our Spanish Transitional Bilingual Program, therefore, this can only be granted if the Principal gives permission, and the student is then placed in the Free-standing ESL Program. Our Special Education students are also placed in the Free-standing ESL Program. Besides Spanish, Chinese is the other language used the most among our ELLs, and we offer Chinese classes levels one through three as the Native Language Arts for those students.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Our instruction is departmentalized.

This school year we have a Spanish TBE program. The students in the TBE travel together as a group for most of their classes depending on their ESL level, and all classes are heterogeneous.

We have a TBE program that is being taught by teachers that teach the content areas of Science, Math and History. They are aware that they need bilingual extensions and that the principal will put up postings to hire qualified teachers to fill these positions. The science teacher has her bilingual extension at City College through ITI-BE (Intensive Teacher Institute in Bilingual Education and English as a Second Language) and we also have a History teacher on staff that is highly interested in seeking her extension. We also have 3 NLA teachers that are properly certified to teach the students of our TBE program. There are 3 certified ESL teachers in our school that teach heterogeneous groups by grade level, although one teacher is not teaching ESL but 5 French classes. We do not have Special Ed teachers with bilingual extensions, and so our special education ELL students are mainstreamed into ESL classes only.

Our school usually offers a ninth grade Transitional Bilingual (Spanish) Program and Freestanding ESL courses as asked per parent choice for our students. Our current school statistics show that we have 63 ELL students in the school. All of those students are in a freestanding ESL program. They receive instruction in Science, Math, and Global History, ESL and Native Language Arts with extensive Native Language support. Our content area teachers are proficient in both English and Spanish and hold High School Day Licenses in their content areas. Our science teacher also holds a bilingual extension. All of our Native Language Arts teachers are licensed in Spanish and our 3 ESL teachers hold licenses in ESL.

Manhattan Center for Science and Math offers a full ninth grade Transitional Bilingual Spanish Program. The ninth grade Transitional Bilingual Spanish Program consists of a Bilingual Living Environment course, Bilingual Global History course and a Bilingual Math course. The students following this program also receive one period of NLA services a day (215 min. a week) as well as ESL/English courses depending on their NYSESLAT scores. A student in the ninth grade Transitional Program who scores in the Beginner will receive three units of ESL a day or 645 min. a week. The intermediate levels will receive 2 units of ESL a day or 430 min. a week. The advanced students will receive 1 unit of ESL a day (215 min. a week) and 1 period of English instruction a day (215 min. a week). Please note that our school's periods are more than 45 minutes and therefore they receive additional instructional time for all their classes. Once these students move to the 10th grade there is no TBE; however since Global is a two year class they can remain in a Spanish Global class. Additionally they continue to receive ESL services according to their NYSESLAT scores and they continue to receive NLA. By the 11th grade all our ELL students have transitioned to a Freestanding ESL Program. In the 12th grade we usually have less than 10 students in our ESL program.

In total we have 5 ESL classes in grades 9 thru 12. They are labeled as follows: ESS1/2, ESS3/4, ESS5/6, ESS7/8, plus an ESS9 for the beginning students. Our ESL classes are taught by English teachers along with a push-in ESL teacher. The ninth period ESL class is solely taught by an ESL teacher.

An ELL student who enters Manhattan Center opting for a Freestanding ESL Program will be placed according to their NYSESLAT Score. There are 40 students in ESL classes. Freshmen are programmed accordingly: a beginner level student will be placed in L1 for 2 units/periods and receive a third unit/period of ESL during zero or 9th period for a total of 645 min. a week – more than the mandated amount (please note that our periods give the students additional instructional time). A student whose scores are Intermediate will be placed in L1 class for 2 units/periods a day, for a total of 430 min. a week. Advanced students are placed in L1 class for one unit/period a day (215 min a wk.) and an English course for one unit/period a day (215 min. a wk.) plus a Native Spanish course for one unit/period a day (215 min. a week).

The Special Education ELLs are placed in our Freestanding ESL classes. Because of their disabilities, some receive Speech Therapy, Related Services, Counseling or Resource Room. In the case of these students their IEP mandates must take precedence over ESL mandates. Hence, the number of ESL periods they receive a day may not reflect their NYSELAT level.

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)?

Manhattan Center's goal is for every one of our students to enter an institution of higher learning and become an educated, productive adult. Because of this, we focus on their academic progress. Our bilingual and ESL students take rigorous content area courses which end with a Regents test in which our teachers prepare them well, and this shows in our statistics. The Language Allocation Policy is followed throughout the content areas, for example, for the 9th grades we follow the policy of 60:40 and as the grades increase it becomes less Spanish and more English until they are mainstreamed. Our ESL program is enforced until the students pass the NYSESLAT. We actually serve the students with additional minutes since our class periods are over 40 minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content teachers use a 60:40 approach when teaching ELL students. However, within a classroom, the lessons are adjusted to meet student's individual needs. In order to help ELL students meet the new Common Core Standards, content teachers are focusing on techniques that support the language and at the same time they are teaching the content. For example, in the social studies classes the teacher is introducing primary and secondary sources to enhance the language, and provide Regents based instruction. In science, the teacher is using ESL strategies suggested by Virginia Rojas to enhance the student's literacy skills. In English, the curriculums have been modified to implement the CCLS. In Spanish, the NYC DOE has provided our teachers with advanced content curriculums that have the CCLS incorporated. In math, our department has been implementing the math and literacy CCLS for quite some time. In essence, literacy is one of the main instructional foci of our school. For the ELLs it is enhanced even more. Our ELLs also receive many services and accommodations to foster language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Strategies implemented during the school day throughout their classes include word walls where unfamiliar vocabulary is presented in two languages for the purpose of vocabulary development, visual scaffolding which allows vocabulary to be learned through visual images, partner work used to enhance collaboration, verbal interaction and support. In addition, in order to meet literacy needs of some of these students, the Rosetta Stone program is being implemented this school year. ESL classes cover literature in English. Many of the novels covered reflect on the immigrant experience and mirror the ethnic background of the ELL population, for example, *When I was Puerto Rican* by Esmeralda Santiago and *Silent Dancing* by Judith Ortiz-Cofer. The goal is to achieve English Language Proficiency through exposure to the language. If a student requires explanation of a term in a language other than English it is acknowledged and first language is allowed as a bridge to the second. This same approach is taken in the content area classes. For example, in their Living Environment class, every written material they are given is available in both English and Spanish. The school purchased software from a company called EDUWARE, where regents' questions/assessments are available in both languages. The Native Language arts classes cover literature also. In addition to covering Latin American Writers such as Gabriel Garcia Marquez, they also cover Shakespearean plays such as *Romeo and Juliet*.

Native Language Classes are offered in three levels. During senior year our ELL students can take Spanish Literature, Heritage or AP Spanish.

Manhattan Center relishes its Multiculturalism. Every year the Chinese New Year is celebrated. Additionally, all cultures are honored in a celebration of the world. Teachers are encouraged to post student work in their classroom and on hallway bulletin boards that portrays diversity.

The ELL Coordinator also runs an after school Bilingual Center where the ELLs unite to do homework together, study for tests, receive peer tutoring, and/or simply read a book.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Data inquiry teams, and the Bilingual team continuously address this data to drive instruction.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

In order to help SIFE students accelerate their learning and meet the standards, the ESL, ELA and NLA teachers implement a variety of supplemental interventions in their classes as well as in Title II academic programs focused on language and literacy development. These students receive after school classes in the Title III program for acceleration and enrichment in the four language modalities. Their progress is consistently monitored for assessing achievement in language and literacy development.

The SIFE students we have are offered extra assistance. They are provided with review books, tutoring and becoming part of a Bilingual Tutoring Center after school. Additionally, some of the Special Education students are part of a small group instruction that targets writing skills.

Special Education students are provided with extra help that is innovative and engaging in small group settings. They are guided by the ESL, ELA and NLA teachers to use specific ESL strategies. Some strategies that are implemented are realia, read-alouds, leveled questions, writing workshop, and guided reading. The use of realia allows students to connect vocabulary to real life. The read-alouds are used to practice prediction, discussion, and understanding. The leveled questions strategy allows students to respond verbally or nonverbally with understanding and confidence. The writing workshop allows students to choose their own writing topics and work together with others while going through the stages of writing. The guided reading strategy allows individual coaching, and the teachers use the core subject books to address the vocabulary that is unfamiliar to the students. The students are encouraged to make use of these strategies during the school day in their regular classes as well as in the after school Title III academic language and literacy acceleration program.

The newcomers, 4 to 6 years and Long-Term ELL students receive different modes of intervention throughout the day. Their teachers use differentiated instruction and strategies that help with instruction and ELL learning. ALL the teachers are part of an inquiry team that analyzes the ELL data pertaining to years of service, NYSESLAT levels and Modality Levels and they use this data to drive instruction. They also use this data to create formative assessments and action plans that allow them to close the achievement gap.

Every teacher is expected to know their students. They analyze through ARIS website if they have former ELLs in their classes. They inquire with the Bilingual Coordinator and their supervisors about accommodations. They also meet in inquiry teams through their departments to differentiate instruction for former ELLs.

7. 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?

The transition from native language to the English language varies for each student. We notice how the BICS differs from CALP (communicative versus academic language). We have books that suggest different strategies for teachers of ELLs that help our teachers provide academic content and accelerate English language development. Some are: word wall for cognates; read alouds; reading comprehension activities; gallery walks; presentations; formative assessments in writing; cultural realia; and much more. Students are made aware that although our TBE will help them transition into the English language, they need to be able to earn 44 credits and pass nine Regents examinations to graduate.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have classes specifically designed for ELLs-SWDs. One design is they have a Math class that is double period. The first period students learn Algebra and the second period is a technology class where they learn Algebra through an online program called Revolution K-12. Another design is we have small class sized English classes that primarily focus on English writing skills. These two design have motivated our students to do better in Math and English. It has allowed them to gain course credit. In addition, our Algebra Regent results are great.

### 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 and Chinese			
Social Studies:	Spanish Global History			
Math:	Spanish Algebra		Math	Spanish Geometry
Science:	Spanish Living Environment			

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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

9. 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.

In the TBE and ESL programs, student data is analyzed and used to drive instruction. For grades 10 through 12 where we do not have a TBE and for the other classes, teachers are given the data but how they use that data to drive instruction is discussed within departments throughout the school. Our TBE and ESL programs allow the teachers to have common planning and meeting times for the data inquiry of these results, and each department further analyzes data during data inquiry team meetings. When we analyzed regents results for last year's ELLs (this includes ELLs in our TBE, freestanding ESL, and Special Education programs): it goes to show that for Living Environment there was a 90% passing rate for the 2012-2013 Bilingual Cohort, Algebra 95% and Global History 90%; however 40% for Earth Science, and 50% for Chemistry, which are not part of TBE programs. The class passing rates plus the Regents Results allow us to evaluate the success of our programs, but we just need to change and expand our programs so that all of our ELLs can succeed even more beyond the 9th grade.

Although MCSM is a great school, our ELLs need to become part of MCSM's greatest. This school year we have an ELL admitted into our prestigious Advanced Science Research program, another ELL is taking AP Biology, and many have outstanding grades. We have a lot of work to do to help these students succeed. If we all work together we can move from good to great.

Former bilingual students serve as tutors in our after school peer-tutoring program. With the direction of the bilingual content area teachers, these former bilingual students help address the needs of the current bilingual students. This instruction is given in both English and Spanish. Furthermore, the teachers conduct after school tutoring sessions where they focus on their weaknesses and give individual attention to those bilingual students who need it. The students who are in the Freestanding ESL classes also have many opportunities to receive assistance in their areas of need, especially with tutoring being available to all. The ESL coordinator follows the students' progress, checking all their marking period grades after report card distribution.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The English Language Learner students have done a great job in the Spanish Transitional Bilingual Program especially in the sciences. We once had a 10th grade TBE but it was discontinued because of lack of ELLs. The program worked well since students went from 60% in passing the Earth Science Regents Examination to 89%. When this program showed amazing results we even thought of starting a partial eleventh grade TBE with Chemistry in Spanish or keeping the Cohort together, but this was not approved. The ELL Coordinator works closely with the administration trying to advise them that keeping the Cohorts together and implementing a partial 10th and 11th grade TBE would be beneficial, but we also need the buy-in from the staff. Hopefully, some of these ideas would be implemented next year. For now the coordinator makes sure they are programmed correctly; the staff is aware of the ELL population; the administrators grant the ELLs and former ELLs extended time during Regents Examinations; the students are provided with dictionaries and glossaries; and other required services. One thing that definitely lacking is staff development for the Bilingual teachers, but we are working on this. On the other hand, some unfortunate venues the ELLs face at MCSM are they are hardly ever accepted into AP courses other than AP Spanish; they do not become part of the ASR (Authentic Science Research) program; and although a small number become outstanding students they are hardly acknowledged or praised in any type of ceremonial event.

Research shows that mastery in the mother tongue or native language will only render success in a second language whether positive or negative transfer occurs. What we are aiming for is for our ELLs to eventually become proficient in both languages (their L1 and L2). The content teachers support their native language through resources, student work, word walls, assessments, and strategies. Students are given glossaries in the beginning of the school year so they may get accustomed to it before the Regents Exam in June. Students also have classroom sets of dictionaries that they are allowed to use while learning in class. Teachers have access to the test bank named EDUWARE that allows assessments to be printed in both languages. The content teachers allow the most frequency of exposure to their native language; however, the ESL teachers predominantly use the English language but they have access to our resources. At the moment, we are trying to purchase Global History textbooks in Spanish, NYSESLAT workbooks for our ESL classes, supplemental materials for different proficiency levels as well as grade levels. Although MCSM has a 9th grade TBE, the reality is that there is no 10th through 12th grade TBE and our ELL students are basically mainstreamed after the 9th grade and this does not seem to be the most conducive environment because many of them are not prepared and the staff is not developed to differentiate instruction for them.

11. What new programs or improvements will be considered for the upcoming school year?

Every June MCSM staff conducts an open-house orientation for the parents, and although we explain to them that our TBE only lasts one year and it can be tough for the remaining three years, they still select our school for many other reasons. A newcomer at MCSM can be very successful year one, but after that the student might not do so well, and our school does not have a plan in place to help this child. For the students that can handle our school they excel and we try our best to get them to graduate in 4 years. The graduation rates of the ELLs vary significantly among the bilingual cohorts, the Asian population and the Special Education population. One thing that we need to work on is our Language Arts Department when it comes to serving the ELL population because they score 90 or above in the Spanish Regents during their freshman year so they receive language credits, but they still need to take Native Spanish classes because they have not passed the NYSESLAT but they find these classes too easy. For the ones that do pass the NYSESLAT freshmen year and want to continue their native language proficiency they can take either AP Spanish, Spanish Heritage or Spanish Literature. The only thing is that it is the same teacher teaching these classes and some students get frustrated with this notion of the same teacher 4 years in a row, especially if there are personality differences that cannot be tolerated.

One thing we are trying to work on at MCSM is zero tolerance for failure especially from the ELL population. We are trying to build relationships with the students to get to understand them better. We are trying to implement formative assessments that can gain improvement in student achievement. We are working on building curriculum maps that can be more detailed and can allow us to use different strategies. Our ELL Coordinator attended a conference where she was given 450 strategies that can help ELLs designed by Dr. Virginia Rojas. We are trying to apply differentiated instruction that can make every ELL successful. We are definitely trying but we need to be further professionally developed and we need to begin a Professional Learning Community.

12. What programs/services for ELLs will be discontinued and why?

Every year we had ESL teachers teach the ELLs, and we noticed if a student remained at the intermediate level all 4 years, they never took ELA. We also noticed that these students were not passing the English regents. Therefore, we have decided to discontinue the ESL classes being taught only by ESL teachers. Our new program consists of English and ESL teachers co-teaching.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The entire teaching staff stays 37 in a half minutes after the school bell to tutor students. All students have access to go to any tutoring of their choice. We also offer a variety of clubs after school, and all students can join the club of their choice. Our ELLs can become part of any community of their choice.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All the ELLs are provided with glossaries in the content areas. All the ESL classes have a set of dictionaries, and if any other teacher in the building wants dictionaries for their ELLs, it will be provided. We have purchased many books in Spanish, and we offer 5 sections of Chinese. We have also purchased the software Eduware which allows Regents assessments to be printed in English and Spanish. We have this software in Living Environment, Earth Science and Global History.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

TBE: 60:40

ESL: 100

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All cohorts stay in grade levels although the NYSESLAT levels differ.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In November our Admissions Committee meets to decipher the data of the students that have chosen MCSM as #1. We segregate the ELL students and continue to analyze the data. We look at criteria such as attendance, math exam scores, science exam scores, english exam scores, grades, NYSESLAT levels, and much more. Sometimes we call 8th grade guidance counselors for recommendations. Once accepted, we conduct an orientation for all students and parents. The Bilingual Coordinator takes the ELL Cohort to a classroom and explains the TBE and ESL programs to both students and parents. She speaks Spanish, and if necessary she will conduct the orientation in Spanish as well. For other parents, that speak other languages, we use the students from the National Honor Society volunteer as translators. In September, once students have made their final decision to attend our school, we immediately use the NYSESLAT data, and native language, to determine their placement into either TBE or ESL programs. During the first few weeks of school program changes continue to take place until all ELL compliance is met. If a new

ELL enrolls, within 10 days we try to do the HLIS, LAB-R, and programming.

18. What language electives are offered to ELLs?

Spanish only.

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ESL coordinator, which maintains communication among the staff concerning the ELLs, is willing to attend ELL oriented workshops. Bringing back information to update our staff is a crucial part of these professional development sessions. Therefore, our staff is informed to a certain extent but they also need to be developed on an individual and disciplinary basis.

We aim to prepare all our teachers to deliver the best and most appropriate level of instruction to our ELL population. To that end we have established the following goals:

- To provide professional development in methods for quality instruction that includes workshops in scaffolding and diversified methods of instruction.
- To provide opportunities to write Grade-Level curriculum and assessments that are aligned with NY State standards in ELA, NLA, ESL, math, science, social studies and technology, and are provided in both English and the native language as the program designates.

We began and will continue to offer the following professional development opportunities for our teachers.

- The ELL team meets once a month to discuss workshops, student progress, and brainstorm ideas for the ELLs.
- We have sent some of our staff members to QTEL workshops and plan to use this as an ongoing training guide.
- Content teachers are sent to vigorous workshops and form study-groups to better serve the ELL population.
- Common prep time is provided for ELL grade team teachers.
- One of two days of staff development during opening of school is devoted to differentiated instruction for ELL students.

This is followed-up with two staff/professional development sessions for all teachers during the year.

- Coaching for all teachers in differentiated instruction is implemented throughout the year.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated.

Our school has done well given the small size of our program, and the limitations that we face both in terms of time in the school day and personnel training. We need to strengthen our students' skills in reading and writing from their first entry into our school, to ensure that they can successfully navigate the many required exit exams mandated by the state. Because communication is as much about what we produce as it is about what we absorb, students' skills in reading and writing must be given top priority throughout their tenure in our building.

As stated earlier, our teachers will continue to look at curriculum and revise where necessary in order to align it with the ESL standards and the instruction required for achieving mastery in English at the commencement level. We are implementing the CCLS into all curriculums. This will include varying instructional practice, introducing students to varied texts, providing opportunities for students to use the four modalities in all their classes, which requires that teachers are trained in ways to incorporate such into their instruction across the curriculum. Teachers will be encouraged to continue to work together – ELA, NLA, ESL and content area teachers – to discuss students with difficulties whom they share and, through case conferencing, find meaningful ways to help the students succeed. We adhere to both in-house and out professional development in order to better serve our staff and students. We will aim to have all of our content area teachers pursue and acquire their bilingual extensions. Our ELL team meeting is just another measure of our progress in our school's communication. On a final note, with the collaborative efforts of our Assistant Principals and our ESL Coordinator, this will only enhance our success with the ELLs.

PD Sessions: PD 360 (weekly), CITE (Center for Integrated Teacher Education) PD, QTEL, Annual LOTE Conference, ASCD Conference, Online Video Series on Implementing RTI Model, Research Based Inquiry Team sessions (monthly), DATA inquiry teams (Wednesdays after school), New Evaluation System Team (before opening of school, after school, and during staff PD days).

Teachers on Bilingual Team: Mrs. Chu, Ms. Gonzalez, Ms. Thomas, Ms. Sanchez, Mr. Morales, Mr. Almanzar, Mr. Lu, Ms.

Kraus, Ms. Rivera, Mr. Mccue, Mr. Rivera, Mrs. Valle, Ms. Valentin, Mr. Salek, Mr. Bradley, and Mrs. Delarosa

Mrs. Yecenia Delarosa will be conducting monthly PD sessions (7:30 to 8:15 a.m. or 3:15 to 4:15 p.m.) for the Bilingual Team. In addition the team will be working together on understanding the NEW citywide instructional expectations, Danielson Framework competencies, Common Core standards, and ELL data to drive instruction.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Most parents seem to choose either the Transitional Bilingual Program or the Freestanding ESL program. Many parents feel that there is an urgent need for their children to merge into the monolingual mainstream. Hence, some feel that a smooth transition into English is beneficial while others feel that total immersion is better. We have no parent request a Dual Language Program. Additionally, because this is a high school, the parents also consult with the student. We discuss the student's concern as well as the parents concerns. We try our best to give the parents and students their requests if we have the resources available. The new ESL coordinator and the Parent Corrdinator keep close contact with the ELL parents and students.

Parents are also invited to school events by our Parent Coordinator. Phone calls are made home weekly and six progress reports are sent home annually.

All the letters sent out to parents from the school are in English, Spanish, Chinese, and/or any other necessary language available through the DOE ELL Website. Additionally, the Parent Coordinator often invites ELL parents with her to multicultural meetings and she posts informative booklets in English and Spanish. The school nurse has staff that speaks Spanish and their health literature is found in both English and Spanish. Two of the school's counselors are bilingual, and they are all equipped to assess New Comers and direct them to the ESL Coordinator. Our school library also carries novels printed in Spanish. Our ESL Coordinator is responsible for sending letters out to parents and it's done so in languages available through DOE ELL website.

September 10, 2013 - Introduction of TBE/ESL

October 17, 2013 (4 to 8 p.m.)- "Noche de Ciensias" Event - Informational Session for parents on College admissions and application process (CUNY staff and Yecenia Delarosa)

November 12, 2013 (6 to 7 p.m) Skedula presentation

December 10, 2013 (5 to 6 p.m.) - Parent Informational session for Online Rollbook System Pupil Path (David Jimenez - Principal)

January 7, 2013 (4 to 6 p.m.) - Parent Informational session for Credit Accumulation (Mike Salek - Assistant Principal)

February 11, 2013 (4 to 6 p.m.) - Cultural Awareness of Diverse Ethnographies (Yecenia Delarosa - Science and Bilingual Coordinator)

March 11, 2013 (4 to 6 p.m.) - Report Card Data Analysis (Rosa Chu - History Teacher)

April 22, 2013 (4 to 6 p.m.) - Immigration informational session (CUNY representative)

May 13, 2013 (4 to 6 p.m.) - Bilingual Cohort Transition into next grade level (Guidance Counselors and Yecenia Delarosa)

June 10, 2013 (4 to 8 p.m.) - Bilingual Cohort Transition into College Presentation (Guidance Counselors and Yecenia Delarosa)

## **E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Jimenez	Principal		10/31/13
Yecenia Delarosa	Assistant Principal		10/31/13
Julia Valentin	Parent Coordinator		10/31/13
Angie Thomas	ESL Teacher		10/31/13
Maria Fernandez	Parent		10/31/13
Rosa Chu	Teacher/Subject Area		10/31/13
Stephanie Gonzalez	Teacher/Subject Area		10/31/13
	Coach		1/1/01
	Coach		1/1/01
Marcia Valle	Guidance Counselor		10/31/13
	Network Leader		1/1/01
Ji Lu	Other <u>ESL Teacher</u>		10/31/13
Julie Kraus	Other <u>French Teacher</u>		10/31/13
Danixa Rivera	Other <u>English Teacher</u>		10/31/13
Carissa Sanchez	Other <u>Spanish Teacher</u>		10/31/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN: 04 School Name: Manhattan Center Science/Math HS**

**Cluster: 05 Network: CEI-PEA**

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

**Part A: Needs Assessment Findings**

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

Our school uses home language indicators on ATS, parent conversations, and parent surveys to determine written translation and oral interpretation needs.

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 following are our written translation and oral interpretation needs: 1) all parent memos, letters and fliers need to be provided in English and Spanish 2) all phone master messages must be sent in home language of students 3) simultaneous translation done by the Parent Coordinator in Spanish and English during Parent Association meetings and workshops need to be accessed through translating equipment 4) During open house events, parent-teacher conferences, and other school-wide events translators are needed for better communication, not only in Spanish but in Asian dialects, Bengali, Fulani and Hausa.

## Part B: Strategies and Activities

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

School letters, fliers, memos to parents are translated into Spanish. This is done by the Parent Coordinator, Bilingual Coordinator, Spanish content and other teachers. Certain documents are downloaded from the NYC DOE website, already translated, and provided to parents. When NYC DOE translations are not available, then our staff collaborates in translating the documents.

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

The oral interpretations services we provide are: 1) master phone messages in students' home language as indicated in ATS 2) simultaneous translations (using equipment) in Spanish and English for all Parent Association meetings and workshops provided by the school Parent Coordinator 3) attendance teacher is bilingual, the Parent Coordinator provides translation during the registration process and open houses, and school aides/PPS secretary provide translation when making attendance phone calls. Our bilingual staff helps with oral translations whenever a parent is in our school building and needs the services.

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

1) Parents Bill of Rights are available upon registration & through the Parent Coordinator and Guidance Department 2) Availability of translation services are posted in the Parent Coordinator's office bulletin board 3) The safety plan includes procedures that ensure that all parents have access to administrative communication regardless of language barriers 4) The school is aware that the NYC DOE has a translation service to provide memos and documents to parents in 8 official languages so that correspondence is understood by parents 5) The schools website will provide information in each of the covered 8 languages with regard to the rights of parents to having translation services provided when needed.

## 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: MCSM	DBN: 4M435
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 55
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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8
# of certified ESL/Bilingual teachers: 6
# of content area teachers: 3

## 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:

Before School (7:30 a.m. - 8:15 a.m.): Test Preparation for Content Based Exams (Mrs. Chu, Ms. Gonzalez, Ms. Rivera and Mrs. Delarosa)

After School (3:15 p.m. - 4:15 p.m.): Literary Instruction to build Reading, Writing, Listening and Speaking Skills with formative assessments. Plus NYSESLAT preparation. (Mr. Lu, Ms. Liu, Ms. Thomas, Ms. Kraus)

Saturday Academy (10:00 a.m. - 12:00 p.m.): ELA Regents Preparation Sessions (Ms. Rivera)

Manhattan Center for Science and Mathematics is a college preparatory high school that began as a means of serving the needs of East Harlem community of which it is a part, and that has been fulfilling that mission since it first opened its doors in 1982. Most of the students in our ELL population speak Spanish as their first language; there are, however, some students whose first language is Chinese, Cantonese, Bengali, Russian and African dialects.

Manhattan Center for Science and Math offers a full ninth grade Bilingual Spanish Transitional Program. In addition, we are currently running a Freestanding ESL program for all the grades. The ninth grade Bilingual Spanish Transitional Program consists of a Bilingual Living Environment course, Bilingual Global History 1 course and a Bilingual Math (algebra) course. There are 14 ninth grade ELLs plus 21 former ELLs being taught by the teachers that run this program. Some of the students are struggling in these classes, however, teachers are offering tutoring sessions before and after school. Teachers are also using resources like Spanish content textbooks, exams in both languages, glossaries and dictionaries for these students. These students also receive one period of NLA services a day (215 min. a week) as well as ESL/English courses depending on their NYSESLAT scores. A student who scores in the Beginner level will receive three periods of ESL a day or 645 minutes a week. The intermediate level will receive 2 periods of ESL a day or 430 minutes a week. The advanced level will receive 1 period of ESL a day or 215 minutes a week, plus 1 period of English instruction a day or 215 minutes a week.

When students move to the 10th grade there is no longer a TBE program, only Freestanding ESL. They continue to receive ESL services according to their NYSESLAT scores and they continue to receive NLA and/or English. The 9th grade History teacher continues to teach the ELLs because Global History is a two year course. By the 11th and 12th grades many of our ELL students have transitioned out of our programs but a few remain in our Freestanding ESL Program. In total we have 4 types of ESL classes: L1s for freshmen; L3s for sophomores, L5s for juniors, and L7s for seniors.

We have 13 teachers that are part of our ESL/Bilingual Team. They will provide direct instruction for

### Part B: Direct Instruction Supplemental Program Information

small groups of students for all of our ELL and former ELL students before and after-school. The small group instructions will take place one to two days a week before or after school for one hour sessions beginning Nov 1 thru June 7, 2013. The teachers will provide instruction that supports our ELL students in content area subjects to increase their performance in the NYS Regents examinations. Teachers will also provide instruction that supports their native language and their proficiency in the English language. Students will experience an extensive NYSESLAT workshop to increase their performance in the NYSESLAT. Some of these activities will be additionally supported through supplemental resources such as workbooks, dictionaries and NYSESLAT leveled workbooks. In addition our Bilingual students will have access to resources translated in Spanish.

There will be an open door policy in Room 307 and 323 for any ELL student that needs services Tuesday thru Thursday from 2:35 to 4:15 p.m.. Staff meetings during 0 period, and Parent Workshops will also take place here. Special workshops for our SIFE students will also take place here.

ELL performance is measured by the success of our students in the Regents examinations during the school years in the following subject areas:

- ELA, Science, Mathematics, Global History and United States History Regents

### 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:

PD Sessions: PD 360 (weekly), CITE (Center for Integrated Teacher Education) PD, QTEL, Annual LOTE Conference, ASCD Conference, Online Video Series on Implementing RTI Model, Research Based Inquiry Team sessions (monthly), Danielson Framework PD Committee (Monday afternoons), Individualized Danielson Framework Development for each teacher.

Teachers on Bilingual Team: Mrs. Chu, Ms. Gonzalez, Ms. Thomas, Ms. Sanchez, Mr. Morales, Mr. Almanzar, Mr. Kwan, Mr. Lu, Ms. Liu, Ms. Kraus, Ms. Rivera, Ms. Encarnacion, Mrs. Villegas, Mr. Barreto, Mrs. Valle, Ms. Valentin, Mr. Salek, Mr. Bradley, and Mrs. Delarosa

Mrs. Yecenia Delarosa will be conducting monthly PD sessions (7:30 to 8:15 a.m. or 3:15 to 4:15 p.m.) for the Bilingual Team. In addition the team will be working together on understanding the NEW citywide instructional expectations, Danielson Framework competencies, Common Core standards, and ELL data to drive instruction.

### Part C: Professional Development

PROFESSIONAL DEVELOPMENTAL PROGRAM : THE TITLE III PROFESSIONAL DEVELOPMENTAL ACTIVITY MUST BE SUSTAINED AND ON-GOING. IT MUST BE OF SUFFICIENT INTENSITY AND DURATION SO AS TO HAVE A LASTING IMPACT ON TEACHER PRACTICE AFTER THE DOLLARS ARE GONE. THE PROFESSIONAL DEVELOPMENTAL ACTIVITY MUST BE IN SUPPORT OF THE TEACHERS/PRACTITIONERS WHO ARE PROVIDING THE TITLE III INSTRUCTIONAL ACTIVITY. IT MAY ALSO INCLUDE A FEW OTHERS FOR THE PURPOSE OF BUILDING CAPACITY.

We have 13 teachers on the team, plus support and administrative staff. Teachers will be expected to search the web/internet for professional development workshops specifically for the ELLs and their area of instruction. They can also contact Richard Bellis for PD information on AMAO, LAP, BESIS training through News and PD Opportunities for Educators of ELLs. They will be provided with invitations to attend workshops. They will attend monthly workshops that will further develop their communication skills and advocacy towards ESL and Bilingual education. The teachers that do not have the Bilingual Extensions will be encouraged to pursue them. We recommend the Intensive Teacher Institute Program.

Teachers will receive professional development from NYC DOE which provide the skills to scaffold instruction for the ELLs and on social cultural learning theory. In addition, teachers will deepen student understanding through a variety of instructional strategies and grouping configurations that will increase student participation and motivation in school. Teachers will also receive professional development in-house which allow team building and to communicate student's strengths, weaknesses and progress. Student data will be analyzed to improve instruction. Mrs. Yecenia Delarosa will lead the team.

Our thirteen teachers will receive training on compliance issues, strategies to help the ELLs improve, and data inquiry that can drive instruction. They will attend monthly workshops and meet weekly during the school days to exchange information. Monthly meeting will be developed by our ELL Coordinator to build on the strengths and weaknesses of our programs and students. This school year the ELL Coordinator is also the Science Department Coordinator, and therefore, there will be a greater focus on ELL progress in the Sciences.

### 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:

October 23, 2012 (4 to 9 p.m.)- "Noche de Ciencias" Event - Informational Session for parents on College admissions and application process (CUNY staff and Yecenia Delarosa - Science and Bilingual Coordinator)

December 11, 2012 (5 to 6 p.m.) - Parent Informational session for Online Rollbook System Pupil Path

## Part D: Parental Engagement Activities

(David Jimenez - Principal)

January 8, 2012 (4 to 6 p.m.) - Parent Informational session for Credit Accumulation (Mike Salek - Assistant Principal)

February 12, 2012 (4 to 6 p.m.) - Cultural Awareness of Diverse Ethnographies (Yecenia Delarosa - Science and Bilingual Coordinator)

March 12, 2012 (4 to 6 p.m.) - Report Card Data Analysis (Rosa Chu - History Teacher and former programmer)

April 23, 2012 (4 to 6 p.m.) - Immigration informational session (CUNY representative)

May 14, 2012 (4 to 6 p.m.) - Bilingual Cohort Transition into next grade level (Guidance Counselors and Yecenia Delarosa - Science and Bilingual Coordinator)

June 11, 2012 (4 to 8 p.m.) - Bilingual Cohort Transition into College Presentation (Guidance Counselors and Yecenia Delarosa - Science and Bilingual Coordinator)

Also, CITE will be conducting the following workshops and presentation starting in January

1. How to Say No!
2. Homework Without Tears
3. How to read your child's IEP
4. Internet Safety for Your Child
5. Transitions
6. Study skills
7. Successful Children in School
8. Conflict Resolution
9. Anger Management
10. Bullying
11. Understanding the Common Core Standards
12. Parents Role in the School Quality Review Process

Parents will be notified through our calling system, pupil path email system and student invitations.

The parents of ELL students are currently afforded the same parental involvement opportunities as our non ELL parents. They are contacted regularly and included in all Parent Association functions. We will continue to hold two meetings per year, one in the Fall and the other during the Spring. In addition we will provide technology workshops on a monthly basis to parents to introduce them to ARIS, Skedula, and to our school's website. The meetings and workshops will be conducted by our ELL Coordinator, Mrs. Yecenia Delarosa, and teachers of our Bilingual Team. The school's secretaries will also send out letters - in their appropriate languages - offering other workshops or information on school calendars, events, important test dates, exam preparation, after-school activities, cultural events, college readiness, parenting skills, adult education opportunities, family health care, housing issues, immigration issues and other significant topics. The school's Parent Coordinator, Ms. Julia Valentin, works closely with Mrs. Yecenia Delarosa on a weekly basis in the planning of the monthly events for the parents. The school is currently in a partnership with City College LAESA to inform parents of their child's future college admissions and careers.

## Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	5820	13 team teachers @ 50.19 approximately 116 hours in 25 weeks after school from 3:15 to 4:15 p.m. for 55 students <ul style="list-style-type: none"> <li>o ESL Tutoring 21 hours Develop their 4 skills: Listening, Speaking, Reading and Writing</li> <li>o NYSESLAT tutoring 21 hours Practice writing portion for the NYSESLAT</li> <li>o Content Area Tutoring 40 hours Living Environment, Global History, Algebra and English tutoring</li> <li>o Bilingual Peer Tutoring for all grades 20 hours All ELLs encouraged to come to room 307 &amp; 323 for any tutoring</li> <li>o In-house Professional Development 7 hours</li> <li>o Department of Education Workshops 7 hours</li> </ul>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	3220	Supplemental materials in all subjects at appropriate ESL levels and translated materials for 55 students <p style="text-align: center;">NYSESLAT Workbooks: approximately \$1205 for Getting "Ready For The NYSESLAT"</p>

**Part E: Budget**

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

Allocation Amount: \$11200

		<p>Workbooks"</p> <p>ESL Workbooks \$605</p> <p>Spanish, Chinese, Bengali, Russian and other languages dictionaries \$305</p> <p>Regents Review Books for Living Environment, Global History and Algebra (or any subject an ELL might need) \$1005</p> <p>Bilingual Visual/Posters for Classrooms or Literature books for classroom libraries \$100</p>
Educational Software (Object Code 199)	1020	Supplies for Enrichment Activities like Rosetta Stone English Software
Travel	120	Transportation expenditures like transit and/or parking fees
Other	1020	<p>1 ESL Coordinator and team teachers @ 52.52 approximately 19 hours in 6 months within 6 days on Thursday mornings and/or Tuesdays, Wednesdays or Thursdays after school from 3:15 to 4:15 and/or Saturdays from 10:00 to 12:00 p.m. for (see below) approximately 13 teachers and 55 parents:</p> <p>Parent Workshops- Learning English and Understanding High School Information 5 hours</p> <p>Orientation Workshops - Learning about our Program and Enrichment Home Activities 4 hours</p> <p>Technology Workshops –</p>

**Part E: Budget**

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

Allocation Amount: \$11200

		ARIS and Skedula training 10 hours
<b>TOTAL</b>	11200	11200