



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL

**DBN (i.e. 01M001):** 02M575

**Principal:** MICHAEL TOISE

**Principal Email:** [MTOISE@SCHOOLS.NYC.GOV](mailto:MTOISE@SCHOOLS.NYC.GOV)

**Superintendent:** MARISOL BRADBURY

**Network Leader:** NATE DUDLEY

**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
Michael Toise	*Principal or Designee	
Brad Arter	*UFT Chapter Leader or Designee	
Julio Rivera	*PA/PTA President or Designated Co-President	
Windsor Tastaca	DC 37 Representative, if applicable	
Weimiao Weng	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Margaret Aylward	CBO Representative, if applicable	
Elizabeth Acerra	Member/ Teacher	
Louis Small	Member/ Teacher	
Lewis Brown	Member/ Title I Rep. Treas.	
Jenny Glavez	Member/ Parent Member	
Mildred Rivera	Member/ Parent Member	
Oneida Vergara	Member/ Parent Member	
Felicia Washington	Member/ P.A. Vice-Pres.	
Milagros Yrizarry	Member/ P.A. Secretary	
	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>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</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.

**Accountability in Secondary-Level English Language Arts.** By June 2014, **all students** will demonstrate progress towards achieving state standards as measured by meeting the state AYP progress target for 2013-14 of PI=93 as measured by the NYS High School Accountability Report.

### 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.

An analysis of student performance on the English Language Arts Regents Exam based on the data provided from the NYS High Accountability Report for 2011-12, PI=87, and 2012-13, PI=90 indicates continued area of growth to insure that all students achieve state standards in ELA.

### 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. Limited English Proficient (LEP) - Support and accelerate language acquisition for beginning level ELL students through the use of arts in the classroom.
2. Economically Disadvantaged - Enhanced support for the new Common Core Learning Standards ELA requirements through cross-curricula integration providing enhanced support for processing informational texts.

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

1. Assistant Principal for ELA/ESL and ELA/ESL teachers, URBAN ARTS partners, 21<sup>st</sup> Century Federal Grant.
2. Assistant Principals for ELA/ESL, Social Studies and Science and corresponding departmental teachers.

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

1. 1. Periodic Assessments September, December, February, May; NYSESLAT; January ELA Regents Exam testing
2. 1. Periodic Assessments September, December, February, May; NYSESLAT; January ELA Regents Exam testing

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

1. Summer
  - o Item analysis of ELA Regents, NYSESLAT and DY0 assessments
  - o Begin CCLS Curriculum Realignment with a focus on ELL modifications
2. Fall
  - o Initial needs assessment (LAB-R, DY0/Periodic diagnostic assessments) of incoming ELL students
  - o Continue CCLS Curriculum Realignment
  - o Plan arts integration into the classroom with Urban Arts project director for the fall semester
  - o Analysis of student work at departmental meetings fall professional development
  - o Professional development on ELL best practices
  - o January Regents Exam and fall program evaluation
3. Spring
  - o Continue CCLS Curriculum Realignment
  - o Plan arts integration into the classroom with Urban Arts project director for the spring semester
  - o Ongoing analysis of student work at departmental meetings fall professional development
  - o Ongoing professional development on ELL best practices
  - o June Regents Exam and fall program evaluation

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

1. Beginning level Students will be programmed into 180 block periods to provide support for arts integration.
2. Daily common planning time, departmental meetings and professional development will provide programmatic support for teachers in developing and implementing integrated CCLS curriculum with support for processing information texts.

### 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).

- Title III Workshops to inform parents of ELL curriculum, graduation requirements and CCLS expectation
- Parent Workshops on College and Career Planning
- Opportunities to celebrate student successes

**Budget and 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>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</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 #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.

Graduation Rate. By June 2014, Transfer High School Graduation Rate 54.9% (50.8% of Peer Range) will increase by 3% to 58.0% as measured by the June/August NYC Progress Report .

**Comprehensive Needs Assessment**

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

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

**Instructional Strategies/Activities**

Describe the research-based 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.

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

1. Most-at-Risk (overage, under-credited) - a. Continues implementation of small-group instruction to better support academically at-risk students through closer integration of guidance and CBO support in order to provide small-group instruction for 200 students which will integrate support for youth development

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

1. Principal, Assistant Principals, teachers, guidance counselors

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

1. Interim and Final Report Cards reviewed every 5 weeks.

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

- Fall Semester
  - September – Finalize redesign of SGI program based on staff input from previous year. Evaluate and enroll targeted students based on academic performance and teacher classroom evaluations
  - October – Beginning of SGI support and team meetings.
  - November – Ongoing SGI support.
  - January - Midyear program evaluation
- Spring Semester
  - Teams adjust program design and protocols based on midyear evaluations
  - Ongoing SGI support

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

6. Small-group instruction (SGI) and SGI team meetings will continue in our after school program.

**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).

1. Parent Workshops on College and Career Planning
2. Opportunities to celebrate student successes

**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>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</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, there will be a 4% increase in student performance on both Global History and Geography Regents as measured by the weighted regents pass rate on the NYC Progress Report from a rate of 91 to 95.

**Comprehensive Needs Assessment**

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

Based on a three-year trend analysis of the NYC Progress Report student performance on the Global History and Geography Regents continues to be a hurdle. In 2012-13 our weighted regents pass rate was 91% putting us at 73 percentile of our peer group a dip of 4% from the previous year.

**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.

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

1. Limited English Proficient – LEP students face an ongoing challenge processing informational text, including historical documents. We will increase the integration of historical/informational texts across the curriculum including ELA classes to provide students with multiples points of entry and increase the use of ELL strategies, including vocabulary development in the social studies classroom.

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

1. Assistant Principal Social Studies, Assistant Principal ELA/ESL and Social Studies and ELA/ESL teachers.

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

1. Interim and Final Report Cards of Global History students reviewed every 5 weeks. Department/Periodic exams and regents exam scores.

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

4. Fall 2012

- o Development of history diagnostic exam to be given in the spring semester.
- o CCLS Curriculum Realignment of ESL and Global History courses
- o Analysis of student work and departmental/periodic assessment data at departmental meetings fall professional development
- o Professional development on historical methodology for ELL teachers and best ELL practices for social studies staff.
- o January Regents Exam and fall program evaluation

5. Spring 2013

- o Ongoing CCLS Curriculum Realignment
- o Ongoing analysis of student work and departmental/periodic assessment data at departmental meetings fall professional development
- o Ongoing professional development on historical methodology for ELL teachers and best ELL practices for social studies staff.
- o June Regents Exam and end-of-year program evaluation

1.

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

6. Program support for revision of the ESL curriculum to introduce informational/historical texts in the ELA classroom will take place at departmental, faculty and professional development days.

### **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).

- Title III Workshops to inform parents of ELL curriculum, graduation requirements and CCLS expectation
- Parent Workshops on College and Career Planning
- Opportunities to celebrate student successes

### **Budget and 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>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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.

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

1.

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

1.

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

1.

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

1.

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

6.

### **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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 4. Timeline for implementation and completion including start and end dates**  
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
6.

**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.

	<b>Tax Levy</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.

### 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>	<ol style="list-style-type: none"> <li>1. adapted readings</li> <li>2. structured response writing</li> <li>3. graphic organizers</li> </ol>	<ol style="list-style-type: none"> <li>1. small-group instruction</li> <li>2. one-to-one tutoring</li> </ol>	<ol style="list-style-type: none"> <li>1. after school</li> <li>2. before school</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. adapted materials</li> <li>2. manipulatives</li> </ol>	<ol style="list-style-type: none"> <li>1. small-group instruction</li> <li>2. one-to-one tutoring</li> </ol>	<ol style="list-style-type: none"> <li>1. after school</li> <li>2. before school</li> <li>3. in class</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. adapted readings</li> <li>2. structured response writing</li> <li>3. graphic organizers</li> </ol>	<ol style="list-style-type: none"> <li>1. small-group instruction</li> <li>2. one-to-one tutoring</li> </ol>	<ol style="list-style-type: none"> <li>1. after school</li> <li>2. before school</li> <li>3. in class</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. adapted readings</li> <li>2. structured response writing</li> <li>3. graphic organizers</li> </ol>	<ol style="list-style-type: none"> <li>1. small-group instruction</li> <li>2. one-to-one tutoring</li> </ol>	<ol style="list-style-type: none"> <li>1. after school</li> <li>2. before school</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ol style="list-style-type: none"> <li>1. intensive counseling</li> <li>2. solution focused counseling</li> <li>3. college readiness and post secondary planning</li> <li>4. positive behavioral interventions and supports</li> </ol>	<ol style="list-style-type: none"> <li>1. small-group counseling</li> <li>2. individual counseling</li> </ol>	<ol style="list-style-type: none"> <li>1. after school</li> <li>2. before school</li> </ol>

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

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA 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.
Use of NYC DoE New Teacher Finder, Collaboration with NYU Steinhardt School of Education, new teacher mentoring, teaching consultant to support new teachers from NYU Metropolitan Center for Urban Education and Generation Ready

**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).
teaching consultant to support new teachers from NYU Metropolitan Center for Urban Education and Generation Ready, monthly faculty staff development, monthly departmental staff development, partnership with Urban Arts and Young Audiences to expand classroom curriculum

**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 <i>the intent and purpose</i> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All student programs with be coordinate and use an integrated funding stream.

**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.).
Not applicable.

**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.
Teacher input at departmental and faculty meeting to design and implement assessment. Staff development around appropriate of data from student assessments.

**TA Schools Only**

**Use of Program Resources**

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

**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).

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## **Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

### **LIST OF PROJECTED SCHOOL YEAR ACTIVITIES FOR PARENTS**

ACTIVITY	PROJECTED DATE
Parental Notification for Students in Doubt of Graduation	November: potential graduates in January March – April: potential graduates in June
OPEN SCHOOL NIGHT/DAY	Thursday, October 27, 2013 Sunday, March 15, 2014
College and Career Fair	Thursday, October 27, 2013

International Thanksgiving Dinner Heritage Celebration	Latino	Wednesday, November 27, 2013
Black History Month Recognition Women's Day		February 9, 2014 March 8, 2014
Academic Awards Ceremony		February May
Chinese New Year Celebration		Tuesday, February 6, 2014
Graduation Ceremony		Thursday, February 16, 2014
Intergenerational Sunday Classes - 1 Computer - 2 English Conversations		Each Sunday
Parent/Adult Tutoring and Mentoring		Sunday through Friday: AM & PM

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

**Manhattan Comprehensive Night and Day High 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>02</b>	Borough <b>Manhattan</b>	School Number <b>575</b>
School Name <b>Manhattan Comprehensive Night &amp; Day 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>Michael Toise</b>	Assistant Principal <b>Judith Horvay</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Joanna.Wegielnik</b>	Guidance Counselor <b>David Robinson</b>
Teacher/Subject Area <b>Geraldo Maldonado</b>	Parent <b>Felicia Washington</b>
Teacher/Subject Area <b>Dennis Robinson</b>	Parent Coordinator <b>Gisell Martinez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Nathan Dudley</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>9</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>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>802</b>	Total number of ELLs	<b>449</b>	ELLs as share of total student population (%)	<b>55.99%</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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE											194	186	69	449
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	194	186	69	449

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	449	Newcomers (ELLs receiving service 0-3 years)	364	ELL Students with Disabilities
SIFE	54	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)
				22

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										0
Dual Language										0
ESL	364	54		25			22			411
Total	364	54	0	25	0	0	22	0	0	411

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

\*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											41	53	46	140
Chinese											44	28	8	80
Russian												1		1
Bengali											10	11	8	29
Urdu														0
Arabic											4	7		11
Haitian											22	22	2	46
French											27	28	3	58
Korean												1		1
Punjabi											1	1		2
Polish											4			4
Albanian											3			3
Other											38	34	2	74
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	194	186	69	449

## 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)											42	28	14	84

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)											54	102	35	191
Advanced (A)											16	61	17	94
Total	0	0	0	0	0	0	0	0	0	0	112	191	66	369

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											2	10	2
	I											19	69	30
	A											6	29	8
	P											4	10	5
READING/ WRITING	B											5	12	3
	I											21	85	31
	A											3	19	9
	P											2	2	2

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

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

**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 have six levels of ESL

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

Initial determination of early proficiency levels is achieved through the LAB-R, our in-house reading comprehension and writing intake assessments, as well as an additional first week writing assessment to confirm proper placement of our ELL students. Our DY0 periodic assessment given every semester, serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of our six levels of ESL. The majority of our ELLs are newcomers, less than 3 years in US schools. We currently have 4 sets of exams completed so that in any given year no student will see the same exam twice, not matter their level. The structure of the exams was developed with differentiation in mind. Each wrong answer is coded to a type of misconception and difficulty. Some wrong answers show that the student was not able to understand any of the text. Some are non-text based errors. Some errors show that the student has misread parts of the text. And finally, some show that the student has understood parts of the text, but the answer is wrong for the given situation. After each exam a class item analysis is given to each teacher. This analysis is broken down item by item for the class as a whole so the teacher can see trends and address them, as well as by individual learner reports, so teachers' can differentiate by individual student areas of concern.

While our new ELL students used to trend in the beginning levels of literacy in English (LAB R and NYSESLAT B level = Levels 1 and 2 in our school DY0 assessments) they have been trending to the intermediate levels in the last two years (LAB R and NYSESLAT I level = Levels 3 and 4 in our school DY0 assessments.) We have adjusted our programming and curriculum accordingly. Because these students fall in the intermediate bracket equally in the areas of listening/speaking and reading/writing, we concentrate equally on all four areas in our curriculum.

For both the 2011-13 school year and the present school year, each level of ESL curriculum is created by the ESL staff after reviewing the data produced from the results of intake examinations, first week assessments and our DY0 interim assessments. The ultimate goal of the curriculum to have students well prepared to pass the ELA Regents exam in two years or less. (As Manhattan Comprehensive is a transfer school, with all over-aged under-credited students, we have little time before they age-out. ELL students attend our school at an average of 2 years before graduating.)

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

It is important to remember that MCNDHS serves an older adult student population and has been doing so for the past 23 years. The average age of all students in the building is 19.5 years. Two-thirds of these students are newly arrived ELLs. Our school is open from 8:00am to 10:00pm to serve these students. Given the age of our students and the fact that they are transferring from foreign high schools from over 40 different countries we do not use grade cohorts. Our schools is designed to operate much more like a community college campus where students take the courses and exams that they need to satisfy New York State graduation requirements. In this setting grade cohorts make little sense. In fact, we offer College Now courses on campus in conjunction with Baruch College and LaGuardia Community College.

Initial determination of early proficiency levels is achieved through the LAB-R, our in-house reading comprehension and writing intake assessments, as well as an additional first week writing assessment to confirm proper placement of our ELL students. Our DY0 periodic assessment given every semester, serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of our six levels of ESL. The majority of our ELLs are newcomers, less than 3 years in US schools. While our new ELL students used to trend in the beginning levels of literacy in English (LAB R and NYSESLAT B level = Levels 1 and 2 in our school DY0 assessments) they have been trending to the intermediate levels in the last two years (LAB R and NYSESLAT I level = Levels 3 and 4 in our school DY0 assessments.) We have adjusted our

programming and curriculum accordingly. Because these students fall in the intermediate bracket equally in the areas of listening/speaking and reading/writing, we concentrate equally on all four areas in our curriculum.

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 majority of our ELLs are newcomers, less than 3 years in US schools. While our new ELL students used to trend in the beginning levels of literacy in English (LAB R and NYSESLAT B level = Levels 1 and 2 in our school DY0 assessments) they have been trending to the intermediate levels in the last two years (LAB R and NYSESLAT I level = Levels 3 and 4 in our school DY0 assessments.) We have adjusted our programming and curriculum accordingly. Because these students fall in the intermediate bracket equally in the areas of listening/speaking and reading/writing, we concentrate equally on all four areas in our curriculum.

We evaluate the success of our programs for ELL's through many avenues, including meeting AYP, School Quality Reviews, Periodic Assessment promotion/pass rates.

We met our state AYP 2012-13 in Math and ELA for ELL's. To meet our state AYP progress target, this goal will help us with our 2013-14 Progress Report in the area of Student Progress. In order to increase the performance of ELLs on the ELA Regents Exam and Graduation Rate we will:

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

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?

a. As stated above, it is important to remember that MCNDHS serves an older adult student population and has been doing so for the past 22 years. The average age of all students in the building is 19.5 years. Two-thirds of these students are newly arrived ELLs. Our school is open from 8:00am to 10:00pm to serve these students. Given the age of our students and the fact that are transferring from foreign high schools from over 40 different countries we do not use grade cohorts. Our schools is designed to operate much more like a community college campus where students take the courses and exams that they need to satisfy New York State graduation requirements. In this setting grade cohorts make little sense.

Of the total of 424 ELL students in 2013 Term 1, 335 were promoted to a higher level or graduated, 79% percent pass rate. This is up from 76% pass rate from the previous year. This upward trend can attributed to more rigorous Common Core aligned curriculum in our ESL classes in an effort to prepare our students for upcoming newly revised Regents exams.

b. We have been successfully administering and analyzing our DY0 period assessments for ELL's for over five years now. This exam also is used as our promotional exam to determine the level of placement in our six levels of ESL. We use the data not only to inform our student placement but to also update and refine our curriculum. For example we noted that our beginning students (levels one and two) scored the most incorrect answers in the reading exams in the areas of "Inferential Main Idea – Depth of Knowledge Level 2." To address this we have updated the curriculum to include more activities for finding the main idea. In addition we share the results of the periodic assessments with content area teachers so that they are aware of the English language skill levels of their students and can differentiate their lesson accordingly.

c. Native Language Arts in Chinese or Spanish that focus on literary selections, from the classical to the contemporary. The instructional strategies for NLA are similar to those of ELA, focusing on the SED standards for reading and writing. Students will analyze verbally and in writing plays, novels, poems, and short stories. They will write four types of essays (descriptive, compare/contrast,

persuasive, and reflective). They also will be assigned to read and write on themes about current events. In addition, we will align the NLA strategies to the components of a Balanced Literacy Program as discussed in the ELA section above.

For Spanish, we will pick up where they left off in the study of literature in their home countries not only to assist them in developing a deeper appreciation of their culture but also to enhance their literary knowledge. Hence, we will introduce students to significant authors from Spain and Latin America (e.g., Federico Garcia Lorca, Isabel Allende, Gabriel Garcia Marquez, Jorge Luis Borges, etc.).

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

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

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

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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?

The majority of our ELLs are newcomers, less than 3 years in US schools. These students have trended for the last three years to be placed in levels 1 and 2 ESL as the result of DY0 periodic assessment. Our newcomer students benefit particularly from our skills-based curriculum and materials targeted for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our newcomers ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as newcomers. Our 11 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classes.

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

Our ELA/ESL programs emphasize those aspects of the SED Learning Standards that focus on the improvement of literacy. Specifically, we have aligned our curriculum to meet the Standards for reading, writing, speaking/listening/viewing, conventions/grammar and usage, literature, public documents, and functional documents. For example, we have created a Reading/Writing Course (Understanding Rhetoric). This is a initial course for students who have been identified at admission to have low literacy levels, based upon placement exam results, transcript history, and in-person interview. This course has been designed to help the needs of both former ELL's and mainstream students with lower levels of literacy. Identified students are placed in this course regardless of the number of ELA credits they have previously earned. The course focuses on decoding/metacognitive techniques in

reading and on grammar skills/rhetorical devices in writing. Teachers of these courses have undergone training in the National Center on Education and the Economy's "Ramp-Up to Advanced Literacy" Program as well as the Wilson Reading Program. These students will be taught reading strategies on how to approach multiple-choice questions, which comprise a major component of ELA and Social Studies Regents. In addition the ELA department intends to implement in this course reading and writing strategies that will focus on: (a) identifying, practicing and internalizing reading comprehension strategies through direct instruction, independent reading, modeling, conferencing, and classroom conversation; (b) developing and organizing written non-fiction and literary responses that evidence sound understanding, interpretation, meaning, and language use through direct instruction, modeling, cooperative activities, independent practice, and conferencing. While this course is designed primarily to provide pre-regents preparation for mainstream and ELL students by building reading and writing foundations to facilitate students' successful transitions to ELA Regents preparation courses, its design serves other students' needs as well. It provides basic reading and writing fundamentals to help prepare students for other content areas as well strategies and skills with which to tackle the challenges of college curriculums.

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

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

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?

Currently we do not offer dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELL's through many avenues, including meeting AYP, School Quality Reviews, Periodic Assessment promotion/pass rates.

We met our state AYP 2012-13 in Math and ELA for ELL's.

The following are the findings of our most recent School Quality Review from May 1-2, 2012:

"The review of documents, lesson observations, and interviews with school leaders and members of staff demonstrated to the review team that the school is integrating the new P - 12 Common Core Learning Standards (CCLS) into its instructional plan by creating curriculum maps and projects based on the CCLS. These projects are specifically designed to meet the needs of all students, including ELLs. Teachers further differentiate these projects to address the needs of individual students. In addition, teachers encourage ELLs to refer to native language dictionaries, which are accessible in classrooms. There are limited amounts of other materials available in native languages that would increase student access to the curriculum and provide additional support for ELLs in raising their levels of achievement.

Based on a document review, interviews and classroom observations, the review team found sufficient evidence that teachers support all students, including ELLs, by using school - created, teacher made, and standardized assessments to differentiate instruction and create flexible groups in class. Teachers frequently help students understand how to improve their work by facilitating peer - to - peer discussions. Students review each other's work, provide and receive both written and oral feedback on their class work from their peers, and have opportunities to improve their work based on peer feedback. Although the work that is displayed has some relevant and specific feedback, referencing a task - specific rubric, there is little student work posted in most classrooms and hallways. This limits opportunities to provide students with actionable next steps to improve their work.

As a result of these findings we have been posting more task specific rubrics and student work in classrooms and hallways. "

In addition our ESL DY0 periodic assessment pass/promotion rates are a good indicator of the success of our programs. Of the total of 424 ELL students in Term 1, 335 were promoted to a higher level or graduated, a 79% pass rate. This is up from a 76% pass rate

from the previous year. This upward trend can be attributed to a more rigorous Common Core aligned curriculum in our ESL classes in an effort to prepare our students for the upcoming newly revised Regents exams.

## Part IV: ELL Identification Process

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

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

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

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

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

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](#)].)

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

Continuation letters to parents are sent annually to inform parent who have previously chosen freestanding ESL program during the intake process.

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.

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

5. 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.

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

Acerra, Elizabeth

Duarte, Cristina

Fleder, Laura

Hillam, Karen

Loo, David

Padua, Paul

Pesce, Lisa

Ross, Joe

Smith, Lacey

Toms, Frederick

Verbin, Anatoliy

Von Maknassy, Harro

Wegielnik, Joanna

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

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

## **Part 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])?

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

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

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

We have six levels of ESL

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

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

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

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

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)?

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

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.

ELLs are programmed into content area courses based on their ESL level. ELLs in Levels 1 & 2 are are programmed for introductory history elective courses. These courses are designed to introduce ELLs to the skills they will be require to master by the time they sit for history regents exams. The curriculum in these courses focus on vocabulary and reading comprehension using simplified historical texts.

ELLs in Level 3 are programmed for a double period Global History 1 & 2 semester long course. ELLs in this course have access to McDougal Littell's "World History" textbook and the companion Study Guide. The guide provides ELLs a summary of the key ideas covered in the comprehensive textbook. To best meet the academic needs of their ELL, content area teachers use multiple instructional strategies. The strategies include the following :

- > Think-Pair share brainstorming activities
- > Graphic- Thinking organizers
- > Vocabulary Word Walls
- > Differentiated group work
- > Visual aids (Power point presentations, posters, videos)
- > Audio summary of every chapter
- > Small Group Instruction
- > Dual language dictionaries and glossaries

ELLs in Level 4 are programmed for a double period Global History 3 & 4 semester long course. ELLs in this course also have access to McDougal Littell's "World History" textbook and its companion Study Guides. Since this course culminates in a regents exam, content area teachers administer in-class baseline assessments to gauge ELLs' level of proficiency in content and skills covered in the lower level history courses. They use the results to develop units/lesson plans that address the areas where ELLs require additional scaffolding and support.

ELLs in Level 5 are programmed for a double period US History 1 & 2 semester long course and a single period US Government course. ELLs in this course have access to McDougal Littell's "The Americans" textbook and its companion Study Guide. Since this course culminates in a regents exam, content area teachers also administer in-class baseline assessments to gauge ELLs' level of proficiency in content and skills covered in the lower level history courses. They use the results to develop unit/lesson plans that address the areas where ELLs require additional scaffolding and support.

In addition to the instructional strategies listed above, content area teachers of ELLs in Levels 4 and 5 place a greater emphasis on the skills need for regents exams in history. ELLs are provided differentiated materials for each of the skills listed below:

- > Analyzing primary and secondary sources of varying levels of complexity
- > Using maps, globes, charts, graphs, and other geographic tools to gather and interpret data and to draw conclusions
- > Analyzing and interpreting political cartoons
- > Analyzing questions and sorting them into themes and tasks

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We do not offer TBE or Dual Language program at this time, therefore, we do not evaluate ELLs' native language throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Initial determination of early proficiency levels is achieved through the LAB-R, our in-house reading comprehension and writing intake assessments, as well as an additional first week writing assessment to confirm proper placement of our ELL students. Our DY0 periodic assessment given every semester, serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of our six levels of ESL. The majority of our ELLs are newcomers, less than 3 years in US schools. While our new ELL students used to trend in the beginning levels of literacy in English (LAB R and NYSESLAT B level = Levels 1 and 2 in our school DY0 assessments) they have been trending to the intermediate levels in the last two years (LAB R and NYSESLAT I level = Levels 3 and 4 in our school DY0 assessments.) We have adjusted our programming and curriculum accordingly. Because these students fall in the intermediate bracket equally in the areas of listening/speaking and reading/writing, we concentrate equally on all four areas in our curriculum.
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).

a. Our SIFE students are particularly benefitted by our skills based curriculum and targeted materials for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials

include: The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our SIFE ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as SIFE. Our 11 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom.

b. The majority of our ELLs are newcomers, less than 3 years in US schools. These students have trended for the last three years to be placed in levels 1 and 2 ESL as the result of DY0 periodic assessment. Our newcomers students are particularly benefitted by our skills based curriculum and targeted materials for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our newcomers ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as newcomers. Our 11 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom.

c. The students who have been identified as receiving 4-6 years have trended to be placed in levels 3-6 ESL as the result of DY0 periodic assessment. These students receive tutoring provided by our CBO, Comprehensive Development Inc. In addition, all our 4-6 year ELLs attend our Sunday intensive program, which provides an additional 6 hours of supplemental instruction per week.

d. Our 14 students who have been identified as receiving more than 6 years still struggle in their content area classes, especially with reading comprehension and writing skills. Our program provides them with the necessary services to be college and career ready, especially in our drive towards implementing the CCSS. As with our SIFE students these students are benefitted by our skills based curriculum and targeted materials for the level of ability. Content area teachers have regular meetings and work closely with our 11 ESL teachers to strategize on best practices in serving the ELL population in the content area. Some of the strategies they use with these students are: adapted texts, differentiated lessons, distinguishing between academic and content area vocabulary, and decoding in reading.

e. ELLs who have reached proficiency on the NYSESLAT are continued ELL accommodations on all Regents Exams for two years. ELLs who have reached proficiency on the NYSESLAT are provided support services at MCNDHS in a number of ways. ELLs who tested proficient on the NYSESLAT but scored between a 65-74% on the English Regents exam are specifically targeted for an intensive college prep course called "At Home in College." The aim of the course is to prepare students who scored below a 75% on the English Regents to pass the CUNY Assessment Tests and avoid remedial college course work. ELLs enrolled in this program are exposed to college level work, with a strong emphasis on critical thinking skills. The subject matter of assigned reading and writing assignments are challenging but scaffolding support allows the ELL students to successfully get through the material. One unit in the curriculum focuses on Maslow's hierarchy of needs but scaffolding support includes specific reading strategies that teach ELLs how to successfully identify inferences, author's purpose and vocabulary in context. The "At Home in College" classes are exclusively taught by senior ESL teachers who have years of collective experience working with an ELL population that is proficient in English but not quite ready to handle college course work. The teachers assigned to "At Home in College" program also have experience teaching Advanced Placement in English to ELLs in addition to teaching at the college level. In addition to this collaboration with CUNY, ELLs who are considered proficient are also invited to participate in our school's Small Group Initiative, where teachers in small groups of no more than 5 students tutor them. The SGI groups meet twice a week, Mondays and Wednesdays, for the entire academic year. ELLs are given the flexibility to approach any teacher in any subject area they might be struggling in to request small group tutoring. ELLs who are proficient are also afforded extra tutoring services through the school's "Friday Regents Review." These 2 ½ hour Regents prep courses are offered on 8 consecutive Fridays prior to Regents exam week and are available in all subject areas including English, Living Environment, Chemistry, Global History & Geography, United States History & Government, Geometry and Algebra. The Regents prep courses are an excellent resource for proficient ELLs who still have to pass a specific Regents exam or for ELLs who are re-taking a specific Regents exam in hopes of improving their original score. One final support offered to proficient ELLs are the college/career services provided by our non-profit partner, CDI. The "College & Career Office" of the Student Life Center, provides invaluable support to ELLs who are in the process of applying to colleges or career training programs. Many of the staff members of the College & Career Office are bilingual and can provide crucial translation services in Spanish, French and Chinese Mandarin, which account for the languages spoken by the majority of our ELL population.

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?

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled

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

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

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?

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

All instructors, both ELL and content area, are informed of ELL-SWD in their classes and are provided with SESIS training to access students' IEPs.

Educators are encouraged to include ELL-SWD in their SGI for additional academic support. In determining educational goals for annual IEP, educators are asked to provide information on in-class baseline assessments and academic progress or delays these students demonstrate.

They are also asked to identify and share the effective strategies and teaching tools they have implemented to meet the academic needs of ELL-SWD population.

Lastly, educators are made aware of PD opportunities that address methods and resources for this distinct population of learners.

### **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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

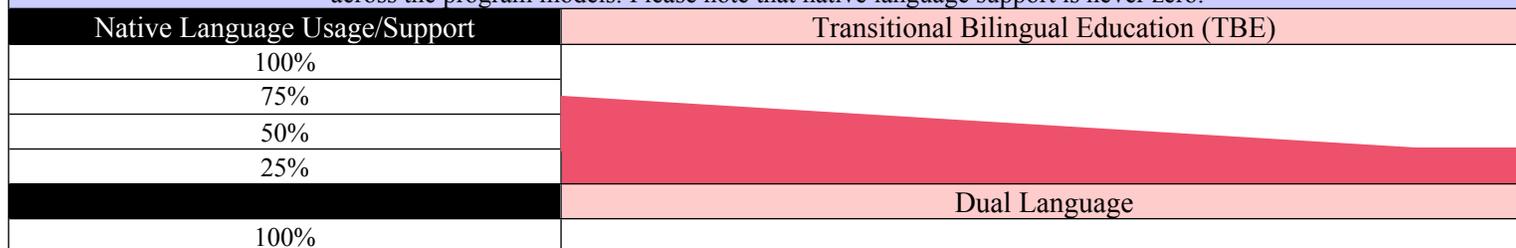
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

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

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

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

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

The following chart shows all ELLs' Regents results in the content areas for June 2012

Subject	Pass %	# of students
ELA (two sessions)	93.2%	123
Global Hist. & Geor.	83.6%	97
US Hist. & Gov't	91.2%	186
Algebra	95.2%	95.2
Geometry	94.9%	94
Living Environment	97.3%	110
Chemistry	100%	29
Physics	100.0%	18

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

For the past two years we have been we have utilized non-traditional strategies and multiple access points to allow ELLs to access

the curriculum through integrating the arts (Young Audiences of New York) and implementing rigorous project-based learning. We are going to expand this program in the 2013-14 year by working with Urban Arts Partnerships in our beginning level ESL classes to include NYSESLAT preparation in “story/art” production projects that include all 4 modalities tested in the NYSESLAT.

For 2013-14 we are redesigning of small-group instruction to better support academically at-risk ELL students through closer integration of guidance and CBO support in order to provide small-group instruction for ELL students which will integrate support for youth development. In this program all teachers, both content and ESL meet with 5 struggling students two days a week to provide academic support. The teachers meet twice a month with teams of teachers, counselors and CBO staff members who share students in common. In these meetings staff members review case studies of at-risk ELLs and monitor their progress. In addition we will expand our successful intensive reading program for beginning ELLs. This program was created several years ago as action research project where beginning ESL students in groups of 4-6 students once a week for a total of 20-25 students, were tutored in reading by a student whose first language is English in reading under the training and supervision of our school librarian. The resulting data of the initial project was so phenomenal (all but one student passed the periodic assessment to the next level) that we continued with the program. For the 2013-4 year we will try to expand this program to two groups a day, servicing approximately 50 students.

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

No current program/services will be discontinued at this time.

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

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

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

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

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

- Chinese and International Chess Club
- Chinese Cultural Leadership Club
- Culinary Arts Career (Cooking) Club
- DNA Barcode Project
- Fish Hatchery/Raising Brook Trout
- Green Design Lab
- I love NY Club

- Model UN Club
- Open Gymnasium Activities
- Oil Painting Club
- Photography Club
- Soccer Club

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Our curriculum is skills based and we therefore use a variety of materials including: the Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, to name a few. All ESL teachers use laptop carts in the classroom and all ESL teacher have also incorporated use of the Smart Board into ESL curriculum and will be providing workshops to the rest of the staff.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
In addition to Native Language Arts classes we have staff members, counselors and tutors who speak Hindi, Spanish, Portuguese, Mandarin, Cantonese, and French who provide academic and social service support to our ELL students in their native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Because most of our ELL's come to us over 17 years of age, they are still in need of extension of services in order to pass the ELA Regents and graduate from high school.

For both the 2012-13 school year and the present school year, each level of ESL curriculum is created by the ESL staff after reviewing the data produced from the results of intake examinations, first day assessments and our DY0 interim assessments. The ultimate goal of the curriculum to have students well prepared to pass the ELA Regents exam in two years or less. (As Manhattan Comprehensive is a transfer school, with all over-aged under-credited students, we have little time before they age-out.) This means for our SIFE students, intensive targeted support in the ESL classroom. Several of our ESL teachers are bilingual and/or native speakers Spanish, Chinese, Russian, Polish and French and offer native language support in those areas. Our ESL teachers use differentiated instruction in their regular double period ESL classes and are adept at targeting the SIFE students with leveled instruction. Besides differentiated instruction, all of our ESL teachers utilize research based teaching methods with our SIFE students such as Total Physical Response, The Communicative Approach, Cognitive Approach, even Grammar-Translation and Audio Lingual.

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.  
Our school assists newly enrolled ELL students with an orientation where students are introduced to staff, teachers, school rules, and small group workshops held in their native languages.
18. What language electives are offered to ELLs?  
Native Language Arts in Chinese or Spanish that focus on literary selections, from the classical to the contemporary. The instructional strategies for NLA are similar to those of ELA, focusing on the SED standards for reading and writing. Students will analyze verbally and in writing plays, novels, poems, and short stories. They will write four types of essays (descriptive, compare/contrast, persuasive, and reflective). They also will be assigned to read and write on themes about current events. In addition, we will align the NLA strategies to the components of a Balanced Literacy Program as discussed in the ELA section above.

For Spanish, we will pick up where they left off in the study of literature in their home countries not only to assist them in developing a deeper appreciation of their culture but also to enhance their literary knowledge. Hence, we will introduce students to significant authors from Spain and Latin America (e.g., Federico Garcia Lorca, Isabel Allende, Gabriel Garcia Marquez, Jorge Luis Borges, etc.).

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

of our students regularly score a 5.

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

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)?

Currently we do not offer dual language program.

## 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.

ALL ELL personal will participate in monthly one hour seminar-workshops designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving ELLs' outcomes in standardized exams, and the construction of school-wide assessment exams. In addition, we have monthly departmental meetings where ESL teachers develop curriculum more closely aligned to Common Core Learning Standards. We will continue with our professional development in using collaborative planning and assessment development and analysis to increase ELL students performance.

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

Professional Development will be given on the following topics:

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

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

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

ESL department PDs are held on: 09/03, 09/19, 10/17, 11/05, 11/14, 12/19, 01/16, 02/27, 03/20, 04/24, 05/22

All staff PDs are held on: 09/04, 11/05, 01/28, 06/05

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

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

## 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?

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

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

In addition, we host twice a year (10/19 and 04/13) two hour ESL parent workshops with licensed ESL teachers and content area department chairs presenting our High-Quality Instructional Title III program. We provide a question and answer forum for parents at this time. More than 50 parents usually attend with translation offered in Spanish, Mandarin, Cantonese, and French. At these workshops, snacks are served, and copies of handouts are distributed to parents.

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

Parent coordinator serves as a liaison between the school and families. She provides parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. She also maintains log of events and activities planned for parents each month and files a report with the central office.

## 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: Manhattan Comprehensive NDHS**

**School DBN: 02M575**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Toise	Principal		11/12/13
Juith Horvay	Assistant Principal		11/12/13
Gisell Martinez	Parent Coordinator		11/12/13
Joanna.Wegielnik	ESL Teacher		11/9/13
Felicia Washington	Parent		1/1/01
Dennis Robinson	Teacher/Subject Area		1/1/01
Geraldo Maldonado	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
David Robinson	Guidance Counselor		1/1/01
Nathan Dudley	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 02M575 School Name: Manhattan Comprehensive Night & Day

Cluster: 4 Network: 403 / Nathan Dudley

**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.

In order to conduct our needs assessment for written translation needs we reviewed the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of written translation services. From this preliminary information we determined that many ESL students had parents who spoke Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic in descending order of occurrence. We also reviewed the list of parents who attended the previous parent-teacher conferences in 2013-2015. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate our statistical results with the practical experience of teacher and guidance counselors.

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

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

## Part B: Strategies and Activities

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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.

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

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

In order to conduct our needs assessment for oral translation needs we examined the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of oral translation services. From this preliminary information we determined that many ESL students had parents who spoke Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic in descending order of occurrence. We also reviewed the list of parents who attended the previous parent teacher conferences in 2013-2015. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate our statistical results with the practical experience of teacher and guidance counselors.

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

We also have contracted a DOE approved translation provider, The Big Word Translation Services, to assist us with daily translation needs.

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

We provide written translation, on-site interpretation, and over-the-phone interpretation services to parents. We also contracted Global Connect & School Messenger as our parent notification systems available in 50 plus languages. Our written notifications are provided in all the languages of our school population. In addition we provide professional simultaneous translators during parent-teacher conferences.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

### PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1

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

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

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

These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams

## Part B: Direct Instruction Supplemental Program Information

essays in the following areas:

- Meaning
- Development
- Organization
- Language Use
- Conventions

### PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2

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

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

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

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

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

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

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

These activities are funded by Title III [REDACTED]

## Part C: Professional Development

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

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

### Part C: Professional Development

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

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

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

- increase opportunities to serve with staff members on various school committees, such as School Leadership Team, Health Committees, Cultural Heritage Programs, LRE School Team, and the like
- form a core group of parents based upon native languages to reach out to other parents, help in translations, help in explaining the school and its curriculum to them

**Part D: Parental Engagement Activities**

- organize meetings/seminars for parents on the Common Core Standards, Regents exams, and graduation requirements
- organize parents to advocate for issues affecting the school in the city and state levels
- hold 2 hour ESL class for parents of ELLs once a week

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

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

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

**Part E: Budget**

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

Allocation Amount: \$61544

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	59871.76	SUPPLEMENTAL INSTRUCTIONAL ACTIVITY#2  1176 hours of per session for licensed ESL teachers to support ELL students on Sunday: 28 Sundays x 3.5 hours x 12 teachers x \$50.06 = \$ 58870.56  20 hours of per session for licensed ESL teachers to support parents of ELLs: 2 days x 2 hours x 5 teachers x \$50.06 = \$1001.2
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	N/A	

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

Allocation Amount: \$61544

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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>	1470.00	What A World, What A Life, Penguin Very Easy True Stories (Various): \$21 x 70 = \$1470
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	202.24	Instructional Supplies: Pens
<b>TOTAL</b>	61544	