



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HS FOR MATH, SCIENCE AND ENGINEERING

DBN (i.e. 01M001): 05M696

Principal: CRYSTAL BONDS

Principal Email: CBONDS@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: JOE ZAZA

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
Crystal Bonds	*Principal or Designee	
Mark Hesse	*UFT Chapter Leader or Designee	
Chris Whitford	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
Brandon Mendez Micheala Palmer	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Thomas Henning	Member/ UFT	
Paul Thompson	Member/ UFT	
Gerard Trimarco	Member/ UFT	
Beth Lieberman	Member/ Parent	
Patricia Fernandez	Member/ Parent	
Damaris Mercado	Member/ Parent	
Patricia Brennen	Member/ Parent	
	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
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, all teachers on inquiry teams will use student data to target our subgroup population, as measured by a 2% increase in the percentage of students in the school's lowest third earning 10+ credits in the second year.

Comprehensive Needs Assessment

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

The need that generated this goal was the results from the 2008 Quality Review that stated "HSMSE does a great job in developing the entire child, but needs to take a closer look at subgroups to identify gaps." Additionally, the 2012-2013 Progress Report indicated that HSMSE fell below their peer group with students receiving 10+ credits in their second year.

- We will gauge our success by looking at scholastic reports, performance assessments, and NYS accountability and the Progress Report.

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

During regularly scheduled Inquiry team meetings, groups will review/analyze student data focusing on the lowest third. Identified students will be targeted for extra tutoring and assistance by their instructors and / or grade advisors.

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

1. Teachers are assigned to inquiry teams and use data from ARIS and the guidance office to monitor progress. Teachers, grade advisors, guidance and peer tutors will be involved in assisting lowest third students.

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

1. The target is to realize a 2% increase in the percentage of students in the school's lowest third earning 10+ credits in the second year.
2. We will check credit accumulation of the lowest third following each marking period.

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

1. October 2013- June 2014
2. Inquiry teams meet on an ongoing basis. Targets are to be reached/evaluated by the end of summer 2014..

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

1. Groups of 3- 4 teachers meet weekly (morning or afternoon) a research various topics.
2. Teachers use Engrade, and STARS to pull data for student analysis

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).

*Post messages on Engrade (in-house on line grading system, *Contact parents by phone as necessary * Invite parents in for guidance conferences.

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

No additional funding is needed. The inquiry team meetings are built into the teacher work day.

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.

By June 2014, teachers will establish Freshman Academy curriculum, aligned with Common Core State Standards. Collective efforts of teaching from each subject area

and administration will provide input on items that will assist freshman to transition easier to high school

Comprehensive Needs Assessment

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

The need that generated this goal originated because faculty and parents have voiced the difficulty freshmen have had in the past transitioning to high school. As this type of class has become a trend around the country, HSMSE thought the collaboration of teachers to provide academic and time management skill sets would be extremely beneficial for students. The skills provided will assist students during their high school years, college and beyond.

Students will complete a survey on the progress of the class for future planning.

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. Implementing a 45 minute elective class daily.
2. Developed a uniform curriculum that was aligned to the Common Core State Standards.
3. Customized the curriculum to address the needs relevant to the student's transition to high school. Also, provided students the opportunity to give feedback on tools to help them better assimilate into the high school environment.
4. Once a week, a Friday group session that provided an opportunity to review materials and lessons and allow students to share their perspectives on the course and their experiences at HSMSE.

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

1. Principal, AP, lead teacher, guidance counselors, guidance interns, Dean of students and Freshman Academy teachers.

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

1. Semi-annual evaluation about the course is given to Freshman Academy teachers. It is meant to provide teachers feedback on its effectiveness and allows Freshman Academy teachers and administration time to discuss and review the curriculum and its effectiveness.
2. Regular student evaluations on course effectiveness and its content.
3. Teachers sit one-on-one with students weekly tracking their academic progress in each of their classes.

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

1. Implemented in September 2012 and reflection and revisions have been made each term with no foreseeable end as this course has been successful and serves as intervention .

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

1. Collaborative effort with teachers designing most of the curriculum from the ground up.

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).

Presented at first PTA meeting and new Parent's meeting before the start of the school year. During the PTA meetings and Principals Breakfast, discuss updates about the class.

Budget and Resource Alignment

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

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

Funding for regular teachers' salaries. Funding for general supplies and materials (journals) will come from tax levy funding.

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.

Beginning in the freshman year, students will engage in a four-year sequence of multi-disciplinary research activities as evidenced by increased participation in research-based opportunities and competitions.

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.

This goal was generated by way of student interest in the research field. Currently, the school has only limited modalities for student research, which is currently mandated by CCLS. It is the schools goal to introduce students to research, equip them with the necessary skills, and then provide research opportunities for those who are interested in pursuing it further.

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. Individual and groups based research opportunities will be implemented for all students. School will solicit research opportunities for our students from outside academic institutions and pertinent corporations. (2) Freshmen will have one semester course where they will learn research skills across disciplines. (3) Sophomores will prepare science projects under guidance of the chemistry faculty. (4) Juniors and Seniors will also prepare projects or research reports under the guidance of faculty in disciplines to be determined. Work will not be limited to science, but will include math, history and other humanities related topics. (5) Student elective classes will evolve into a model where outside experts come to present information on a variety of scientific and social research and development.

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

1. University and corporate individuals will serve as instructors and/ or mentors for internships and competitions. In-school projects will be advised by selected teachers from each grade based on subject and suitability.

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

1. Teachers will prepare rubrics to measure quality of each year's in-school research. The number of outside partners from academia and industry will increase yearly. Entries into organized contests and competitions will steadily grow. Student feedback will be solicited regularly to improve acceptance of the program.

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

1. The program is currently being rolled out. Freshman research began in spring 2013 and will continue. The chemistry faculty has commenced the sophomore science project work. Junior and senior projects will begin in the following years, at which point we will have an ongoing 4- year cycle of research work.

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

1. School will utilize many outside partners in various modes of research. Materials (lab supplies, research journals) will be purchased as needed subject to budget limitations. Freshman faculty requirements will consist of 4-5 teachers selected on the bases of interest and suitability. The two chemistry teachers will oversee the sophomore student science projects. Junior and senior faculty needs to be determined.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school website will report on our research projects and ask for parent partners. The PTA will regularly promote the research programs and ask interested or experienced parents to help. School representatives will solicit interest and possible partners during scheduled conferences.

Budget and Resource Alignment

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

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

Tax Levy funding will be used to provide general supplies and materials for the research classes.
An NSF Grant through the Grove School of Engineering at CCNY will help to fund research projects

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.

By June 2014, 100% of teachers will engage in professional development activities that allow for the new teacher evaluation and developmental system, the training on the Danielson Framework and to align curriculum to the Common Core State Standards.

Comprehensive Needs Assessment

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

The new teacher rating system (ADVANCE) and the 2013-2014 Citywide Instructional Expectations were needs that generated this goal.

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. We have developed a professional development plan that will meet the needs of all citywide and statewide expectations. On a weekly basis, faculty and administration meet for professional development in the following areas:

Week 1 – Measures of Student Learning and Teacher Practice

Week 2 – Danielson Framework

Week 3 – Common Core State Standards

Week 4 – Inquiry Teams.

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

1. Administration, lead teacher, instructional leads and teacher volunteers will present during sessions.

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

1. Administration and Instructional Lead teachers will meet regularly to evaluate the effectiveness of the PD and strategies to improve on an ongoing basis.

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

1. Implementation of the professional development plan will begin in October 2013 and end June 2014. There are timelines and compliance deadlines which are calendared. Additionally, the intent of the professional development plan is to grow teacher practice and improve student learning. At the end of the year we will reflect on our strategies and how we have grown individually, as a school and our students.

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

1. HSMSE’s teachers and administrators have past experiences that contribute to the success of this goal. Faculty has participated in PD and has served on committees outside of the school for CCSS and the Danielson Framework. Administrators as well as Instructional Leads, lead PD sessions to train faculty and for open discussions on best practices. We will also infuse teacher inter-visitations into our community of learners.

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).

Strategies developed are presented during PTA meetings.

Budget and Resource Alignment

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

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

No additional funding is needed. This is built into the professional development plan and teacher work day.

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.

By June of 2015, prepare students to study and work in computer related fields through greatly expanding our computer science classes offered to students. Seventy percent of all juniors will have a computer science component in their classes. Twenty percent of seniors will have a taken a computer science course.

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.

Alumni, industry, and university partners have indicated the value of computer science training for all students regardless of intended major or career. A review of existing courses revealed outdated and insufficient curricula in this area that did not meet current levels of technology and software. Additionally, parents have expressed concern that the school is in need of computer science courses so that our students are prepared for the competitive market.

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. Offer Advanced Placement Computer Science courses to two-three class sections. Additionally, update Computer Science curriculum components of the existing junior- year Principles of Engineering course.

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

1. A teacher will be assigned to attend the AP Summer Institute and teach the course during the 2013-2014 school year. The school will order required hardware and software as required by the junior year Computer Science curricular goals.

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

1. We will measure the enrollment in the course at the beginning of the semester, and survey student progress, interests, and attitudes towards Computer Science during the course. We will survey student progress, interests, and attitudes towards Computer Science during the course.

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

1. The course will begin in the fall of 2013through June 2014, and repeat for the following year.

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

1. The AP Computer Science curriculum will instruct students in Java programming language and prepare them for the AP Computer Science exam offered in May of the academic year. The Principle of Engineering course will be modified to accommodate additional lessons relating to the Lab View programming language and its application to robotics projects.

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).

Continue to elicit parent input about courses taught at the school. Updates about progress will be discussed during SLT and PTA meetings.

Budget and Resource Alignment

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

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

Tax Levy funding will be used to purchase supplies and material for the computer science classes.
The school has received funding from AP STEM Access to purchase books for the Advanced Placement Computer Science course.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Grade advisors meeting • Meeting with AIS coordinator • Guidance meetings • Dean intervention 	Tutoring by teachers and peers Grade advisors	AM & PM tutoring
Mathematics	<ul style="list-style-type: none"> • Grade advisors meeting • Mtg. w/ AIS coord. • Guidance meetings • Dean intervention 	Tutoring by teachers and peers Grade advisors	AM & PM tutoring
Science	<ul style="list-style-type: none"> • Grade advisors meeting • Mtg. w/ AIS coord. • Guidance meetings • Dean intervention 	Tutoring by teachers and peers Grade advisors	AM & PM tutoring
Social Studies	<ul style="list-style-type: none"> • Grade advisors meeting • Mtg. w/ AIS coord. • Guidance meetings • Dean intervention 	Tutoring by teachers and peers Grade advisors	AM & PM tutoring
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Dr. Stern (AIS Coordinator) refers AP students to guidance based on recommendation of grade advisors and earlier interventions 	Tutoring by teachers and peers Grade advisors	AM & PM tutoring

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

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

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

Title I Status

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

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.

Administrators will identify all non HQT in the school and work closely with the CFN to ensure that non HQT meet all required documentation and assessment deadlines.

Struggling and non-HQT will be paired with HQT and/or assigned mentors.

Administrators will attend hiring fairs to recruit HQT and search the open market for HQT.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 1. **Numerous sessions in different venues / Engrade training provided**
 2. **Guidance meetings**
- 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;
 1. Engrade
 2. Parent teacher conferences
 3. Active PTA
 4. Guidance meetings
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 1. **Engrade**
 2. **PTA**
 3. **SLT recommendations**
- providing assistance to parents in understanding City, State and Federal standards and assessments;
 1. **PTA and SLT informational sessions**
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 1. **PTA**
 2. **SLT**
 3. **Voice and email system**
 4. **Translation services**

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;

1. During our school-wide professional development/ inquiry teams, we will dedicate a team that will devise ways to improve communication with parents.

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 05	Borough Manhattan	School Number 692
School Name HS for Math, Science and Engineering		

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 Crystal Bonds	Assistant Principal Wylie Burgan
Coach None	Coach None
ESL Teacher Kelli Hesseltine	Guidance Counselor Wade Klein
Teacher/Subject Area Ruthie Stern/ English	Parent Chris Whitford
Teacher/Subject Area N/A	Parent Coordinator N/A
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team)	Other N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	439	Total number of ELLs	1	ELLs as share of total student population (%)	0.23%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Push-In										1	0	0	0	1
Push-In										1	0	0	0	1
Total	0	0	0	0	0	0	0	0	0	2	0	0	0	2

B. ELL Years of Service and Programs

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

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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
TOTAL	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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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										1	0	0	0	1
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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 don't have any quantitative or qualitative with regards to assessment tools. Students who were incorrectly labeled as ELL's, were given the LAB-R and tested out. In the history of the school, we have never had to give an assessment tool because there were no students to test.

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

We don't have data to analyze. All answers were 0.

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](#))

We would use the information and responses from the assessments to drive instruction. We would look at the students' greatest need and address it in class.

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?

The school does not have a history of ELL's to base these answers. If we did have ELL data, we would have the ELL coordinator analyze exams and determine the best way to meet the needs of the students.

We have noticed that students, who were once in the NYC system but left to attend private schools or are coming from abroad, have been labeled as ELLs. For new entrants to NYC, our default program is ESL. We monitor the number of students with the same home language in each grade and in the event that it reaches 20+, we will then open a bilingual program. To date, this has never happened.

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](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

We would make sure that teachers who had ELL's in their class, would give consideration to the students language and allow medial check ins to insure that the student understands what is going on in the class.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

We would review whether or not we have successfully met all compliance obligations, met AYP for ELL's and that the ELL coordinator is working with the teachers of ELL students to ensure that the student and their families are informed and are adjusting well to the school program.

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](#).)
The school has been able to provide the necessary translational services utilizing in-house staff members and parent volunteers to assist with translations. If the needs of our community changes, we will add additional services.

For the identification process, when students are admitted to the school, the ELL coordinator, a trained pedagogue, administers the HLIS parent survey during parent orientation. If any form is returned confirming questions # 1, 5 or 8, the ELL coordinator conducts an informal interview with the parents and show the parent orientation video. We then administer the LAB-R to the students within the first 10 days of school. The ELL teacher/coordinator provides services to the student if they should need it.

If a parent selects that they speak another language at home, the ELL coordinator send information home in that language.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The ELL coordinator, an educator certified in TESOL and English, and Guidance counselors, Erica Blum and Wade Klein, contact the parents of ELL students to invite them at the beginning of the school year to workshops about the three program options: Transitional Bilingual Education, Dual Language and Free Standing ESL and how to make an informed decision about their choice. Translated letters and translated phone messages are sent to the homes of ELL students to ensure that they are fully aware of the workshops and their options. These workshops are administered in the fall. A staff member who speaks the familys' native languages is available to translate any questions; for low frequency languages, the DOE translation is utilized. Once all questions have been satisfactorily answered, parents complete the choice form. The ELL coordinator entitlement letters are distributed and the Parent Survey and Program Selection forms are collected. Thirty three percent of the student population are Spanish speakers. We have several staff members that are native Spanish speakers who assist us with translations to communicate extensively with many of the parents.
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](#)].)
The HLIS forms are distributed and discussed during the parent orientation. The ELL coordinator reviews all forms to identify which students will need an initial evaluation for ELL students. Once a studeny is identified as being ELL, the Assistant Principal supervising the LOTE department along with a licensed LOTE teacher and English teacher meet to discuss the needs of the child and to devise an individual program/ plan of action for that student.
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.

If we determine that a student is eligible for services, we schedule the student for an informal interview. We then invite the family in to discuss their options and translation services. we would then schedule the student for the next administration of the appropriate exams. We offer services or additional courses for students to prepare for the LAB-R exam. A meeting/consultation meeting with parents is conducted in the parents native language. Translations will be done by either one of the LOTE teachers, the ELL coordinator, or by DOE provided over-the-phone translations for parents that speak a language that staff cannot accomodate. Currently, the ELL student is a Spanish speaking student. We have the staff who will be able to accommodate the family in their native language.

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.
Ruth Stern, Lead teacher/ English license, runs reports to determine NYSESLAT eligibility, tracks all ELL students to ensure that all ELL's are scheduled for the NYSESLAT annually. The LOTE teachers ensure that the four components of the NYSESLAT are administered..

Names of staff in LOTE Department administering the LAB-R exam/ NYSESLAT
Enrique Martinez - Spanish

Eva Malikova- German
Rosanne Zanetti - German

The RLER is checked throughout the year to catch students who may need the NYSESLAT to test out.

For your HSMSE the identification process and NYSESLAT testing are a big deal to ensure that discrepancies don't occur

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.  We cannot accurately analyze the trend in program choices that parents have requested because we don't have any ELL students and the school does not have a history of a population of ELL students. When we do have a population of ELL students we will analyze the trends and have programs offered at the school aligned with parent requests.

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])?

If a student enrolls that is eligible for services, we would use a pull-out program where our TESOL certified teacher meets with the student to support him/her in language development for all classes. Our students are grouped in heterogeneous classes that follow a block schedule, ELL pull-out would occur daily during the elective period. Our instructors differentiate instruction for all students and would meet the needs of any future ELL students, with consultation from the ESL instructor. We have differentiated instruction for former ELL students in the past by pairing the ELL student in collaborative work with a student who speaks the same home language. Implementation is based on individual need.

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)?

We don't currently have an ELL program. However, should we meet the numbers of 20 students needed, we would identify students by subgroups of beginners, intermediate and advanced. Teachers would differentiate instruction to ensure that students were getting the appropriate instructional minutes.

The school does not currently have an ELL program. If a student enrolls that is eligible for services, we would use a pull-out program. We feel that this would cause the least disruption to our courses and to the students' schedule. Currently, our students follow a block schedule. If we needed to add a program for ELL students our program would work with our existing program, in the least restrictive environment. Our instructors differentiate instruction for all students and would meet the needs of any future ELL students. We do have some experience differentiating instruction for former ELL students. Implementation is based on individual need.

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.

We do not have push-in, pull-out or anything departmentalized as we do not have ELL students. If a student enrolls that is eligible for services, we would use a pull-out program. ELL students would meet with the ESL instructor daily during elective periods for a total of 180 minutes weekly. We have tutoring sessions at 7:30 am and 3:35 pm daily for students in all subject areas in a 10:1 student/teacher ratio. Further ELL support would be provided at this time. Our instructors differentiate instruction for all students and would meet the needs of any future ELL students through sheltered English, an integration of content and language development, with support from the ESL teacher. We do have some experience differentiating instruction for former ELL students. Implementation is based on individual need.

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

Documents would be translated. Staff members who speak the students' native language would informally interview all students in their native language to assess their knowledge in the content area.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL coordinator conducts yearly PDs explaining the modality of English acquisition to all instructors. The ESL coordinator would develop learning objectives within each of the modalities for each ELL student and would then coordinate with the ELL students' teachers to help integrate these objectives into their lesson plans and course assessments. Every ten weeks, the ESL coordinator and instructors would evaluate the ELL students' progress toward those objectives, in classwork and in course assessments.

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).

Given the fact that our school is a Specialized High School that requires not only a passing, but a high score on the NYCDOE City Specialized High School exam (administered only in English), it is highly unlikely we will service students classified as having had interrupted formal education. Student data and school history indicates that our most common types of ELL student are those receiving service 4 to 6 years or those classified as former ELLs. Teachers differentiate their instruction so all of our students, ELLs and former ELLs alike, are being challenged and developed appropriately in Reading, Writing, Speaking, and Listening at their level of proficiency. Testing modifications, such as extended time, use of bilingual dictionaries, and translated versions of tests (when available), are implemented.

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?

ELL-SWDs would receive pull-out services during targeted intervention periods and in accordance with any stipulations indicated in their IEPs. ELL-SWDs would meet weekly with SETTs and ESL instructors as mandated in their IEP.

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

We use the least restrictive environment as a guide. We meet the students where they are in terms of need. If there is a need, we are flexible to ensure that it is provided for the students.

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

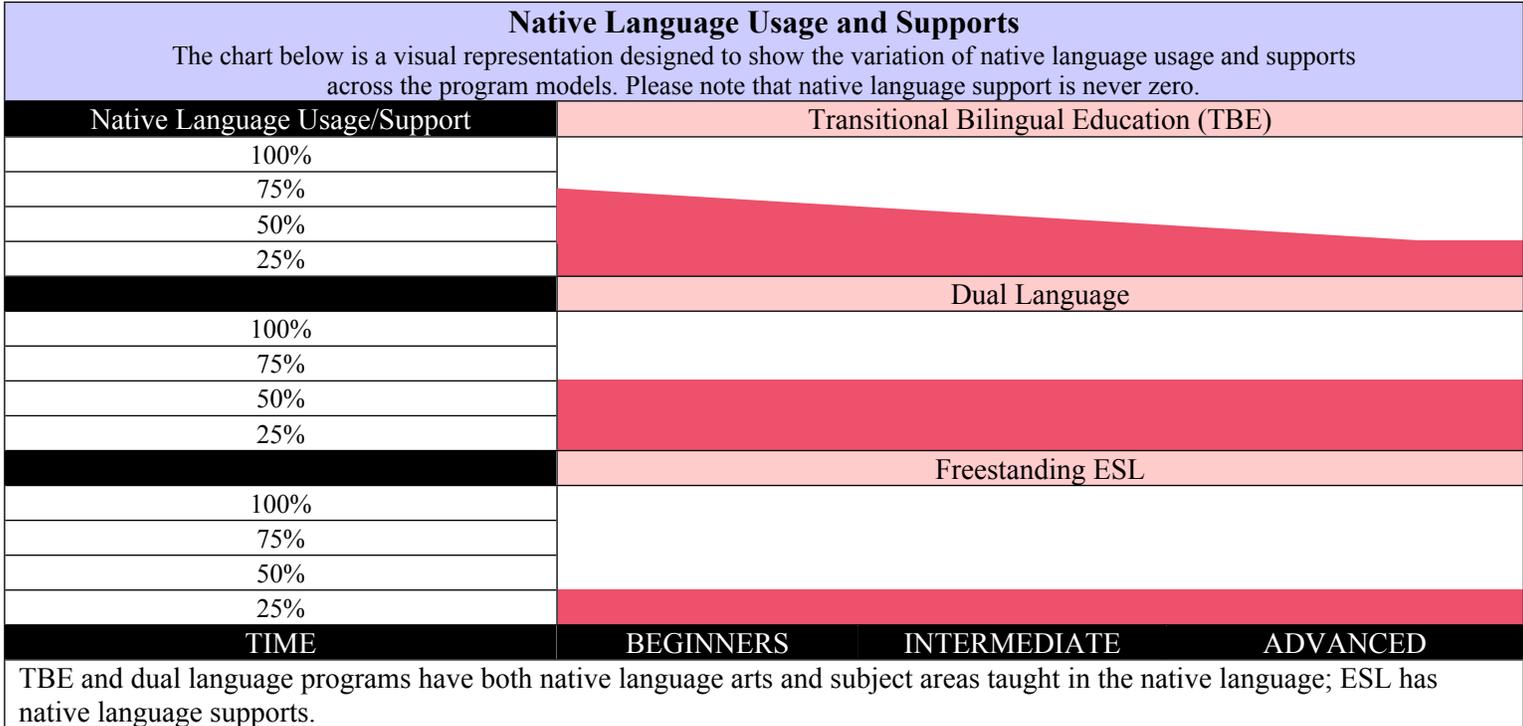
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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



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.

Our current ELL student is mis-categorized; English is the language spoken at home, as determined by interviews with parent and student. His LAB-R scores of over 52 indicate his proficiency in English and that he is not entitled to ELL services.

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

All students needs are met

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

Getting a certified ESL teacher is first on our list.

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

NA

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

All students are given equal access to participate in programs and opprtunities - fliers and announcements would be posted in the native language of any ELL students, should we have one. ELL students would be encouraged to share cultural art/performance in yearly talent show.

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

Through technology, students are able to access information and content in their native language. If needed, students are given lap tops, graphing calculators, etc.

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

Our school only offers the ESL program in accordance with our admission numbers and program selections. Within the ESL program, native language support is provided in the form of staff members who speak the students' native language, use of DOE translation unit in low-frequency language, use of bilingual dictionaries and texts, and pairing of ELL students with another student, non-ELL, who speaks same home language.

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

Siince we have such a small population, whatever age or grade services are needed, we provide the services.

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.

Students are only admitted throught the specialized HS entrance exam at the beginning of the year.

The summer before students begin school at HSMSE, we host a student orientation, which gives them access to the building for tours, we distribute their text books for English and history. They meet with current HSMSE students and teachers and get a chance to ask questions about the school.

18. What language electives are offered to ELLs?

The two languages offered at the school are German and Spanish.

19. For schools with dual language programs:

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

NA

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.

ESL certified instructor provides ongoing professional development. Staff is encouraged to attend outside professional development such as QTEL. On Election day and during Brooklyn-Queens day, staff is offered a professional development designed around current, specific needs of ELL students in our school at that time.

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?

At HSMSE we have tremendous support from the parents in our community. We have a strong SLT and an active PTA. We have parents that speak a wide variety of languages and this has helped with parents who are not proficient with English. We also have many staff members and students who speak different languages and have served as interpreters for us. Since we do not have any current ELL students we cannot address the involvement of their parents.

Our school has several partner organizations. Our largest partnership is with the City College of New York. To date they have not provided workshops for ELL parents because we have not had any. If we had a need for such workshops I am sure that CCNY could and would provide our parents with support and workshops.

The needs of our parents are collected by our staff and the Parents Teachers Association. We collect data through required documents and forms, and soft data by speaking to the parents and students in our community. Our school's PTA also collect hard and soft data. At one point our PTA published its monthly newsletter in multiple languages. It was then determined that there was not a significant need to translate the document so now it is published and posted in English.

The key individual in addressing parents' needs is our Parent Coordinator, Ms. Serrano. Ms. Serrano speaks both English and Spanish. the majority of our parents who are not proficient with English, speak and read Spanish. Ms. Serrano has been able to assist many families and make them feel comfortable in our community.

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.

NA

Part VI: LAP Assurances

School Name: HS for Math, Science & Enginee

School DBN: 5M692

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Crystal Bonds	Principal		11/14/13
Wylie Burgan	Assistant Principal		11/14/13
N/A	Parent Coordinator		N/A
Kelli Hesseltine	ESL Teacher		11/14/13
Chris Whitford	Parent		11/14/13
N/A	Teacher/Subject Area		N/A
N/A	Teacher/Subject Area		1/1/01
	Coach		1/1/01
N/A	Coach		1/1/01
Wade Klein	Guidance Counselor		11/14/13
	Network Leader		1/1/01
Erica Blum	Other <u>Guidance Counselor</u>		11/14/13
Ruth Stern	Other <u>Lead Teacher</u>		11/14/13
	Other		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: 5M692 School Name: HS for Math, Science & Engineering

Cluster: 2 Network: 201

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

Part A: Needs Assessment Findings

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

Upon entering HSMSE, all students are given appropriate DOE forms to determine which language is spoken in the home. The information is then entered into ATS. A review of the records indicates that the majority of our students speak English in their home. There are however exceptions. We have determined that a number of students speak Spanish in their home. We have several faculty and staff members that are native Spanish speakers and are able to translate information. For families that speak other languages, we utilize the translational services provided by the DOE. We have also translated written documents, i.e. the PTA Newsletter.

Additionally,, we canvass the parents language needs during open school week and we also have committees review comments on the parent survey.

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

The school has found that we have a limited need for translational services. In the past we have been able to meet the needs of our community utilizing staff and parent volunteers. The availability of translation services has been posted in our school near the main entrance. The poster that outlines our ability to translate information is posted in main languages (Spanish, Chinese, Bengali, French).

Letters are sent home prior Parent Teachers Conferences alerting parents that we will have translation services available if translations are needed for conferences.

We also utilize over-the-phone translation services provided by the DOE. In addition, the academic departments have all parent information

(Progress Reports, special events, notices and letters) translated.. Support staff such as guidance, attendance, sp. ed, and deans can request translations if needed. Availability of translations are publicly displayed on the school premises..

Part B: Strategies and Activities

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

The school provides (by posting on the school's website) most DOE documents and forms in multiple languages. We have used written translational services in the past but found that most families did not request or use them.

Additionally, our website users have the ability to click on the flag for the country of desired language, and the entire website will be translated in the desired language.

Our correspondence is done by pedagogical staff. Currently, we use in-house translations by staff and parent volunteers to assist with translations. We have also used translations services for fee.

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.

We have canvassed several pedagogical staff members who are proficient in several home languages. We hire these teachers for meetings. For oral interpretation services, the school has been able to provide the necessary translational services utilizing in-house staff members and parent volunteers to assist with translations. We also utilize title III funding to hire contracted services/ translators for parent teachers conferences and anywhere else needed. Additionally, we utilize the DOE's over the phone translation services. If the needs of our community change, we will add additional services. Interpretation notices are left at the front door. .

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>.

Interpretation notices are displayed at the front desk of the schools entrance.

Our correspondence is done by pedagogical staff. The school has been able to provide the necessary translational services utilizing in-house staff members and parent volunteers to assist with translations. If the needs of our community changes, we will add additional services.

For the identification process, when students are admitted to the school, the ELL coordinator, a trained pedagogue, administers the HLIS parent survey during parent orientation. If any form is returned confirming questions # 1, 5 or 8, the ELL coordinator conducts an informal interview with the parents and show the parent orientation video. We then administer the LAB-R to the students within the first 10 days of school. The ELL teacher/coordinator provides services to the student if they should need it.

If a parent selects that they speak another language at home, the ELL coordinator send information home in that language.