

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

75M035

School Name:

P. 35M

Principal:

MARTA BARNETT

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 75M035
School Type: Special Education Grades Served: K-12
School Address: 317 West 52nd ST New York, NY 10019
Phone Number: 212-247-4307 Fax: 212-315-2814
School Contact Person: Gavriel Berkovits Email Address: gberkovits@schools.nyc.gov
Principal: Marta Barnett
UFT Chapter Leader: Francis Grant
Parents' Association President: Luisa Cancel
SLT Chairperson: Marta Barnett
Student Representative(s): Jayvaughn Whatley

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Ave. New York, NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1500 Fax: 212-802-1678

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 4 Network Leader: Arthur Fusco

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marta Barnett	*Principal or Designee	
Francis Grant	*UFT Chapter Leader or Designee	
James Brockett	*PA/PTA President or Designated Co-President	
Irma Crespo	DC 37 Representative, if applicable	
Gordon George Jayvaughn Whatley	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jona Bacal	Member/ Assistant Principal	
Gavriel Berkovits	Member/Assistant Principal	
Beverly Baller	Member/School Based Coach (Teacher)	
Sara Berman	Member/ Unit Coordinator (Teacher)	
Jason Pendelton	Member/ Teacher	
Joon Paik	Member/ Teacher	
Kaley White	Member/ Teacher	
Blaise Sarno	Member/Teacher	
Henrietta Smith	Member/ Paraprofessional	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.35M: Manhattan High School is an elementary-high school with 244 students from Kindergarten through grade 12. The school operates over two sites in Manhattan. The main site serves students from grade 9 through grade 12. The second site is a day treatment center in a hospital setting and serves students from kindergarten through grade 12. Virtually all students have severe emotional and behavioral needs.

P.35M is comprised of a diverse student population. During the 2014-2015 school year 45% of the student body is African American, 43% is Latino and the other 12% is a mixture of several other ethnicities. The school population is 66% male and 34% female.

The school offers a diverse education to students with special needs. Standardized assessment students receive differentiated instruction to teach them the Common Core Curriculum at their functioning level. High School students in need of credit accumulation are able to participate in the schools extended day program. These students take credit bearing classes after normal school hours in an effort to graduate in a timely manner. Students are also exposed to a wide variety of vocational opportunities. P.35M offers vocational classes in Technology, Culinary Arts, Cosmetology, and Auto Mechanics. These classes, coupled with the work of a job developer, have led to work opportunities while in school, as well as successful transitions after high school.

Students at P.35M have the opportunity to participate in an assortment of extracurricular activities. The school fields PSAL teams in Boy Basketball and Girls Basketball. The P. 35M afterschool program provides opportunities for students to receive tutoring in classwork and homework help. In addition, the school has cultivated a relationship with ACCES- VR. ACCES-VR provides P.35M students with the necessary supports to succeed in their post-secondary endeavors.

Teachers at P.35M are provided opportunities to improve their instructional practice. Teachers participate in content area and grade level meetings with in the school. At these meetings the teachers review best practices and ways to drive successful instruction. School staff receives weekly professional development from their school based instructional coach.

The school's professional development calendar has always been focused on the Chancellor's Instructional Initiative for the school year. The school's instructional goals center around three different aspects of the Chancellor's Initiative. For 2014-2015 the school is endeavoring to provide emotional and academic instruction that is differentiated to meet the individual needs of the student. Instructionally, teachers will focus on the CCLS which asks students to provide evidence in argumentation. To support these two objectives Teacher Teams will meet weekly to participate collaborative planning and analyzing student performance to inform instruction.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Child Assistance Program and Scantron were utilized to generate a baseline reading level for all students continuously enrolled at Manhattan High School for the 2013-2014 school year. Students in grades 9-12 had an average grade level in reading of 4.8, with a scaled score of 2550 for the 2013-2014 school year as assessed on Scantron. The data indicates intervention for students new to high school in an effort to close the gap in achievement before students take Regents Examinations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, standardized assessment student entering grade 9 will increase their ELA proficiency as measured by at least an 80 point increase of scaled score reading level as assessed by EdPerformance Series.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
A minimum of 3 peer observations to observe effective practice in 3B of the Danielson rubric.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators
All 9th grade teachers will complete at least two self-reflections regarding their practice with the domains of the Danielson rubric.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators
All 9th grade Inquiry Teams will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work utilized in the school during the 14-15 school year.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Common last period prep once a week allows cohort to hold meeting 1 day X 9 month.
2. Common professional development period once a week that allows for Inquiry Teams to meet 4 X per month X 9 months

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. All 9th grade teachers will be observed by their peers informally a minimum of three times per year. They will engage in mid-year and end-of-year self-reflection and assessments
2. Every other month, beginning in September 2014 and ending in June 2015
3. Beginning in October 2014 and ending in June 2015, assistant principals will hold a weekly cohort meeting with all 9th grade teachers.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school leadership team reviewed the school’s graduation data for the last three years. Low inference data taken from interviews with the schools graduates as well as the Chancellors Instructional Expectations indicate a need for an increased focus on students’ ability to work independently in a post-secondary placement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students in standardized assessment classes across high school grades will improve their academic and social/emotional skills as evidenced by a 5% increase in the number of students transitioning to a less restrictive environment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
A minimum of 3 professional developments on CDOS.	Clinical Staff, Pedagogical Staff	Sep. 2014- June 2015	School Based Coach, Administration
All 12th grade Inquiry Teams will evaluate students’ progress towards their Vocational 1 Assessment, a minimum of three times using a prescribed protocol for looking at student work utilized in the school during the 14-15 school year.	Clinical Staff, Pedagogical Staff	Sep. 2014- June 2015	School Based Coach, Administration
All staff will receive professional development on crafting transition goals in the IEP, which are aligned to the Vocational 1 Assessment.	Clinical Staff, Pedagogical Staff	Sep. 2014- June 2015	School Based Coach, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Common professional development period for counselors once a week to hold PD 1 day X 9 months.
2. Administrative meeting once a month that allows for review of transition plan 1 X per month X 9 months.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. Counselors will participate in professional development once a week from October 2014 and ending in June 2015.
2. Beginning in October 2014 and ending in June 2015, principal, and assistant principals will conduct reviews of graduates transition plans.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	Yes	No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As part of the continued implementation of Advance the school will engage in short, frequent cycles of classroom observation, collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be improved teaching practices in effective and interactive teaching instruction as evidenced by increased student engagement and measured by low-inference observation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
All teachers will participate in a minimum of one weekly school wide professional development. The professional development will focus on utilizing the CCLS to encourage question and discussion, cross curricular vocabulary, and reviewing student work to assess instruction.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators
All teachers will complete at least two self-reflections regarding best practices centered on competencies 1E and 3B of the Danielson rubric.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators
All teachers will participate in a pre-conference, mid-year conference and end of the year planning conference.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Common professional development period once a week to hold PD 1 day X 9 months.
2. Common professional development period once a week that allows for Inquiry Teams to meet 4 X per month X 9 months.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. All staff will participate in professional development once a week from September 2014 and ending in June 2015.
2. Every week, beginning in September 2014 and ending in June 2015.
3. Beginning in October 2014 and ending in April 2015, principal, and assistant principals will conduct informal and formal observation.

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school targets students enrolled in the 9th grade for the first time through the Talent High School Developmental Model. The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. By looking at the data, the school established a baseline average reading level for student entering the 9th grade as 4.7. The reading level of these students falls well below grade level and indicates a continued need for intervention.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase in student promotions to the 10th grade, as evidenced by a 5% increase in appropriate credits earned.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
All teachers will create six Common Core aligned units.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators
All teachers will participate in professional development centered on the Common Core and the Danielson Rubric.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators
All Inquiry Teams will evaluate peer lesson plans a minimum of three times using a prescribed protocol for looking at peer work, utilized in the school during the 14-15 school year.	Pedagogical Staff	Sep. 2014- June 2015	District Coach, School Based Coach, Administrators

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. District coaches will work with classroom teachers on crafting lesson plans aligned to the Common Core.
2. School Based Coach will provide weekly school wide professional development.
3. Assistant Principal will hold weekly cohort meeting with all 9th grade teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. All staff will participate in professional development once a week from September 2014 and ending in June 2015.
2. Beginning in October 2014 and ending in April 2015, principal, and assistant principals will conduct informal and formal observation.
3. Beginning in October 2014 and ending in June 2015 all teachers will participate in weekly common planning periods.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School staff keeps track of student families who require translation and oral interpretation during meetings. Additionally, the parent coordinator regularly communicates with families to evaluate the programs that would be most beneficial to them. P35M has determined procedures to ensure that parents/guardians of all students are provided with appropriate access to programs and services which will help them support their children's education.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase in parental participation in the school community, as evidenced by a 5% increase in programs designed to educate families in the community resources available to them.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
The auto dialer will be utilized to communicate with the families of students and inform them of pertinent information.	Students and their families	Sep. 2014- June 2015	Administrators, Teachers, Parent Coordinator
The parent coordinator will meet with clinical and pedagogical staff to identify the needs of the school community.	Students and their families	Sep. 2014- June 2015	Administrators, Teachers, Parent Coordinator
The school will increase the amount of data disseminated to the families regarding the student’s progress towards graduation.	Students and their families	Sep. 2014- June 2015	Administrators, Teachers, Parent Coordinator
The cosmetology and culinary programs will invite the school community to participating in programming.	Students and their families	Sep. 2014- June 2015	Administrators, Teachers, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Monetary allotment, to fund Parent Coordinator budgetary line.
2. Common professional development period once a week to hold PD 1 day X 9 months.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. All staff will participate in professional development once a week from September 2014 and ending in June 2015.
2. Beginning in September 2014 and ending in May 2015, the parent coordinator will conduct one PTA meeting every month.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students that are functioning on a third grade reading level as assessed by Scantron and teacher observation are eligible for Wilson Reading. Students that are reading at least two years below their grade level are eligible for AIS.	Wilson Reading Program teaches students fluent decoding and encoding skills to the level of mastery. It also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.	Small group, One-to-One, and Tutoring	Extended day school, After School and Literacy Lab
Mathematics	Students that are functioning at least two years below grade level in math are eligible for AIS, as assessed by Scantron and teacher observation.	Short format practice of math terms and concepts to help build mathematics literacy § Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain algebraic concepts § Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain geometric concepts § Students with social and academic concerns are recommended for before and after	Small group, One-to-One, and Tutoring	Extended day school, After School

		<p>school for additional tutoring in Math especially their weak areas.</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p>		
<p>Science</p>	<p>Students that are functioning at least two years below grade level in reading are eligible for AIS, as assessed by Scantron and teacher observation.</p>	<p>In the process, students learn:</p> <ul style="list-style-type: none"> •Useful conventions for thinking about communicating chemical concepts. •Acquire vocabulary associated with scientific concepts •Useful scientific thinking to plan and conduct investigations, process data, and build scientific •Explanations: observing, communicating, comparing, organizing, relating, and inferring. •Exercise language, social studies, and mathematics in the context of science. <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Science, especially their weak areas.</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated</p>	<p>Small group, One-to-One, and Tutoring</p>	<p>Extended day school, After School</p>

		instruction and various learning styles of students.		
Social Studies	Students that are functioning at least two years below grade level in reading are eligible for AIS, as assessed by Scantron and teacher observation.	<p>The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school.</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Social Studies, especially their weak areas.</p> <p>§ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State’s Social Studies academic content standards</p> <p>§ Internet and cable tv channels, with shows on historical events and persons—often with observations and explanations by noted historians well as reenactments and interviews with witnesses.</p> <p>§ Strategies for organization, building independence and</p>	Small group, One-to-One, and Tutoring	Extended day school, After School

		<p>ways to scaffold and support students will be shared. A step by step guide for successful project ideas and implementation will be completed by students.</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students that are mandated for extra clinical support on their IEPs.</p>	<ol style="list-style-type: none"> 1. During school-Speak to students regarding number of credits they have and what is needed to graduate. Go over RCT and Regents tests which they have passed and what is needed to graduate. Devise strategies for passing classes and tests. Deal with falling and fear of test taking, promote self-esteem and quell anxieties. Focus students on career goals and how to meet them. 2. During school moderate group sessions where students express academic and emotional issues presenting them from succeeding in school and plan strategies for succeeding. Discuss goals after high school including vocation and higher levels of education. 3. Refer students to 	<p>Small group, One-to-One</p>	<p>All services provided in school during schools hours.</p>

		CIDNY and VESID for vocational training, support and job placement.		
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Manhattan High 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 the school and the families. The 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 the school community. Manhattan High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Manhattan 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 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Manhattan	School Number 035
School Name Manhattan High School		

B. Language Allocation Policy Team Composition [i](#) 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 Ms. Barnett	Assistant Principal Ms. Bacal
Coach Ms. Baller	Coach
ESL Teacher Ms. Iaquinta	Guidance Counselor Ms. Vasquez
Teacher/Subject Area Mr. Ottey/ English	Parent Ms. Debbie Tindal
Teacher/Subject Area Mr. Torres/ Math	Parent Coordinator Mr. Brockett
Related Service Provider Ms. H. Langot/ Speech	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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	0	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)	254	Total number of ELLs	22	ELLs as share of total student population (%)	8.66%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	9

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	0	0	6		0	7			9	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	6	0	0	7	0	0	9	0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	4	1	1	22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	16	4	1	1	22								

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)										11		2		13
Intermediate(I)										5				5
Advanced (A)										1	3			4
Total	0	17	3	2	0	22								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	3		2	
Integrated Algebra	5		4	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	5		4	
Physics				
Global History and Geography	3		1	
US History and Government	2		1	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- 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.
To assess the early literacy of our ELLs skills, our school uses Scantron Periodic Assessment which is administered at least four to five times a year. The data provides insights about each student's level of literacy English. For example, the spelling inventory can be analysed to assess students word knowledge and to plan word study and reading instruction. Not only do students spelling errors

indicate their spelling ability, the spelling of assessments also reveal what students know about the structure of words, as well as knowledge that they use when they read as well as spell. Word study instruction in phonics, vocabulary as well as spelling is based mostly on what is learned in these inventories. Also, teacher-made tools such as rubrics, students performance through their different outputs. Standard assessment test scores such as the New York State Regents are taken at least twice a year. The Wilson Reading program is used for ELLs with lower functioning levels.

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

The NYSESLAT assessment data for the 2013 school year revealed where our students stand as far as proficiency and where it is that they need the most help. Across the grade levels, the reading and writing modalities pose the greatest challenge to our students. One noticeable pattern is that students scored higher on speaking and listening than on writing and reading. Our conclusion to those results is mostly explained by the fact that our students have been in the U.S longer and thus have acquired BICS allowing them to better perform on those modalities. This observation than raises the question of whether or not the NYSESLAT exam, being the only measure that determines the status of our ELLs, is truly a valid measure for our students with learning needs. When our ELLs test out NYSESLAT with level "P" (proficient), they have now to be served as they have been before they tested out until their IEP indicate "N". As per CR Part 154 mandates, all ELL students who have tested out of NYSESLAT with a "P", must receive a minimum of two years of supplemental services. This means that our ESL teacher should continue to work with the student (should her caseload permits and all of entitled ELLs are being serviced as per CR Part 154 mandates. NYSESLAT results for 2013 demonstrate that our ELL's have significant less difficulties for the listening/speaking modality and more difficulties for the reading/ writing one. It is clear that P35M teachers and Ms. laquinta, our ESL teacher will have to work together to make sure our ELL's students receive appropriate help and support as far as their writing and reading are concerned.

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](#))

A thorough examination of the patterns across the four modalities allows Ms. laquinta, our ESL teacher to provide more support in areas where students did not perform as well. As mentioned previously, we notice a large percentage of students who achieve proficiency in Listening and Speaking but not in Reading and Writing. As a result, P35M emphasizes reading and writing in our instruction. We also make sure teachers from all subject area pay close attention to our ELLs needs when it comes to those modalities. Emphasis is given to the different needs students are exhibiting. For example, there are several students at the advanced level in some modalities. Instruction for these students will focus on what is needed to bring them to proficiency. For our beginning level students, we examine the modalities that are most challenging to them, and plan instruction accordingly. Also, P35M uses Title III AMAO estimator in order to make data driven decisions. Data yielded can be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs. The AMAO tool alerts our school about our students who exhibit risks factors and allows our teachers across subject area to tailor more timely and targeted interventions for those students who are at risk before reaching amore critical level.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

P35M currently does not offer tests taken in the ELLs native language.

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](#).)

P35M does not serve K-5.

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

Our Teachers are very well aware of the needs of our ELLs and they prepare their lessons accordingly. Should a student need translation, the teacher will do its best to make sure it is provided during the instructional lesson.

7. For dual language programs, answer the following:

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

Currently P35M only features ESL program.

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

The success of the ESL program at 35 M is assessed in a number of ways. The gradual success of our ELLs on NYSESLAT each year is a direct indication of their academic success as measured by an appropriate assessment. Positive feedback from parents, teachers, related service providers and paraprofessionals reflect the success and affectiveness of our 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](#).)
In District 75, identification of ELL students begins at the CSE level. At registration, parents of all newly enrolled students complete a Home Language Identification survey. Whether a student is eligible to take the LAB-R test, the result for which will determine the eligibility for ELL program; the test result determines whether the student is eligible for ESL services. If in Numbers 1-4, the survey indicates a language other than English, in one (1) or more response(s), [even if English is one of the languages used], and in Numbers 5-8, if the survey indicates a language other than English in two (2) or more responses, [even if English is one of the languages used] then the student is eligible for LAB-R testing. If so determined, our ESL teacher at P35M, Ms. laquinta, then administers the LAB-R to the student within the first ten days of NYC school admission. If the student's home language is Spanish and he does not pass LAB-R, then Spanish LAB will be administered by the ESL teacher and a Bilingual pedagogue who speaks Spanish. The test result determines whether the student is ELL eligible. The ESL teacher as well as the testing coordinator Mr. Lebenger review the various ATS reports (RLER, RLAT, RNMR, RYOS) to ensure every ELL is identified properly and administered the NYSESLAT. The RLAT, RNMR, and the LAB-R scores are reviewed by the ELL department to ensure correct placement of every ELL students. All components of the NYSESLAT are properly targeted during instruction and according to data. Planning and programing between the ELL coordinator, ESL teacher and testing coordinator ensure that all four components of NYSESLAT are administered properly and in due time. During the school year, mock NYSESLAT as well as regular assessments provide the framework for the administration of of the official NYSESLAT test starting in April.
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.
Once a year (in the Fall), we invite parents of our ELL students to participate in ELL parent orientation meeting administered by P35M Parent Coordinator, Mr. Brockett. Mr. Brockett explains to the incoming parents that at this time P35M provides a FreeStanding ESL program. At the end of each orientation, parents also receive materials about ELL programs in their home language, and have an opportunity to ask questions about ELL services with assistance from a translator if necessary. Also, with the help of our ESL teacher, additional outreach through letters, phone calls is often done.
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 [\[see tool kit\]](#).)
At the Fall Parent Orientation meeting, ELL parents are informed with on-going information in their home language and training on different aspects of their children's education, including the Annual Review and IEP process, as well as NYSESLAT testing. Invitation letters for IEP meetings are sent home in the parents home language. Copies of IEP invitation letters are maintaines in a separate binder in the school. Translation funds are used for the purpose of transcribing written materials and providing oral interpretation.
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.
Our school will periodically describe the program to ELL parents through parent orientation meetings or letters sent home. In spring, our ESL teacher, Ms. laquinta, will administer NYSESLAT to ELLs entitled to be tested. The ESL teacher will utilize numerous ATS reports to verify if the students should take NYSESLAT – e.g., RLER, RLAT, RPEX, RNMR, etc. Students who are eligible for ESL or bilingual services as per the result of the Home Language Identification Survey and administration of LAB-R are evaluated at the CSE level by licensed bilingual psychologist who speaks the student's native language. If it is determined that a student should be placed in a bilingual class that is not available, he/she is served by an alternate placement paraprofessional who speaks the student's native language and English and an ESL teacher until a bilingual class placement becomes available.

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.

In the spring of each year, Ms. laquinta our ESL teacher will determine who is eligible to take the NYSESLAT by checking the RLER report in ATS. Each modality needs to be taken within a time period. Ms. laquinta pulls ELLs students in groups of 4 or 5 from their regular class where they are asked to go into another classroom which it is set up in such a way so they can take the NYSESLAT. For the Listening modality, students are each set up with a computer and headsets. For the Speaking modality, each ELL student takes it with the ESL teacher on a one to one with the presence of another pedagogue making sure everything is ran properly. For the Reading and Writing modalities, groups of 4 or 5 students are taking the test in a sepoerate room under the supervision of our ESL teacher as well as a paraprofessional. A set schedule is created by Ms. laquinta with a tracking sheet system making sure all students are taking the right test at the right time.

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. 
- Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level (Transitional Bilingual Education, Dual Language, or Freestanding ESL). At P35M, we provide Freestanding ESL only. The Parent Coordinator at P35M will offer parents of ELLs on-going information in their home language(s) and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with a translator.

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])?

ESL classes are provided by a fully certified ESL teacher, Ms. laquinta, through a combination of pull-out and push-in teaching models of instruction. After close observation, Ms. laquinta, our ESL teacher was encouraged to conduct the push-in program model for the ELL population because of its effectiveness and the fact that the teacher can provide differentiated instruction during class time. We also determined that it allowed our ELLs to not miss any class time. Our program requires team effort from classroom teachers and they are willing to work with Ms. laquinta in order to benefit our ELLs students. Students at P35 are in self-contained classes which allows better control of the academic level they are at.

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)?

ELL students are grouped heterogeneously, according to their grade level within three consecutive grade levels, English language proficiency, as Beginning and Intermediate or Intermediate and Advanced, and IEP mandated service as: 12:1:1 and 8:1:1. We do not have students with the IEP recommendation for Bilingual services. Should we have any, they will be supported by Alternate Placement Paraprofessionals who speak their native language and English. All our high school (Grades 9-12) ESL students receive the minimum units of instruction mandated under CR Part 154 - 540 minutes of ESL service per week for Beginners, 360 minutes of ESL service per week for Intermediate, and 180 minutes of ESL and 180 minutes of ELA per week for Advanced. Our staff ensures that the mandated number of instructional minutes is provided according to students' proficiency levels as per school schedule.

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.

For all ELL students, content area is provided as follows: all subjects are taught in English through ESL methodologies by subject/Special Education teachers most of whom have completed the mandated 10 hours of Jose P. ESL training. Also, Ms. laquinta uses the SIOP (Sheltered Instructional Observation Protocol) model which is an approach in which the ESL teacher works on content and language objectives within the same lesson. ELLs students need more scaffolding and strategies when it comes to learning a subject area in a foreign language. It is imperative for the ESL teacher to make sure that all ELLs are at ease and feel comfortable and are not afraid to speak English among their peers who are native speakers. Many classroom strategies such as TPR, Speech in the classroom, Think Alouds, Read-Pause and Retell, Graphic Organizers are available to teachers and must be used in order to assure that our ELLs are learning appropriately and therefore can compete just like any other students their grade level. Our teachers at P35M are very well informed on the CCLS and lessons in all content areas as well as ESL reflect the new changes. The expectations on our students are a lot more rigorous.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
P35M does not currently evaluate ELL students in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ELL students will periodically take a mock NYSESLAT in all four modalities in order for them to familiarize themselves with the format of the NYSESLAT which they will take starting in May.
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).

Newcomers (0-3 years of service) are supported through afterschool program (PM School @P35M), differentiated instruction, and a nurturing environment to facilitate language production. Those students with an extension of services who have been receiving ESL services for more than three years but less than six years, are supported through AIS and peer tutoring. Long term ELLs are supported through AIS, Instructional Technology, peer tutoring, and visual arts enrichment. All current ELLs are in Special Education and receive ESL services through differentiated instruction. Presently we have no SIFE students. At such time that we do, we will provide the following: ESL instruction that follows the NYS ESL standards and incorporates ESL strategies: peer tutoring and support in native language. P35M will provide ESL classes to former ELLs should the availability permits it up to two years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional materials used in our classrooms are both age and grade appropriate: “Longman Photo Dictionary of American English”, “Get Ready to Write”, “Exploring English”, books on folktales, fiction and non-fiction. The teacher also uses technology to give students additional instructional support following new Standards as well as Common Cores Standards. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City literacy requirements, each classroom library contains books in the native languages, including those adapted by teachers to meet the needs of all students.

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?

Our Ells students are fully supported using curricular, instructional and scheduling flexibility such as teacher-made materials, visits to the library and various organizations like Museums as well as potential work places they might be interested. Our Ells students are not treated any differently than other students whose native language is English. P35M makes a genuine effort to include all students in all activities regardless of their disabilities and or first language.

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- At P35M, we use an instructional program to develop reading and writing skills through the integration of academic content based on best practices across all subject areas (Math, Science, and Global Studies) and grade levels. In ELA, we use the Balanced Literacy Program for ELLs developed on current scientific evidence-based literacy research and best practices (which meets the requirements of NCLB and ELLs for each stage of language development). The program implements English Language skills development and content area instruction through the use of ESL methodologies such as Whole Language Approach, Cognitive Academic language learning Approach (CALLA), language Experience Approach, Natural Approach etc, to ensure that ELL students meet the standards and pass the required State assessments and/or NYSESLAT. For Math, our teachers use a variety of different instructional materials (e.g., Getting Ready for Math A) in consultation with the District 75 Math Coach. For Global Studies, our school is currently using "Journey Across Time". Some of the strategies to be used in our content area programs are reading and writing workshops, visual aids, and technology. The use of computers and smart board technology will provide students with the opportunity to practice listening, writing, reading skills, and language development. Should our ELLs need translation during the delivery of lessons in their content area classes, a paraprofessional who speaks the native language of the students will be provided with the ESL teacher as well as the content area teacher.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ELLs are demonstrating some success in both content and language development when we look at the NYSESLAT results. Our content area teachers are well aware of the fact that they have ELLs students within their classes and work very closely with Ms. laquinta as well as paraprofessionals to ensure that they understand the content of the lesson as well as getting them ready for testings. Weekly assessments help both our ESL and content area teachers determine whether ELLs students are in need of extra help or not.
11. What new programs or improvements will be considered for the upcoming school year?
- This year the usage of technology has taken a big role in the classroom. Teachers are being trained to use Ipads with their students in addition to the usage of computer technology to accommodate differentiated instruction and various learning styles of our ELL and ELA students in order to meet the new Common Core Standards.
12. What programs/services for ELLs will be discontinued and why?
- No currently existing ELL programs will be discontinued or initiated this school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All our ELLs are offered equal access to all school programs and services. They are not treated any differently and are expected to perform just as well. Should ELLs students request extra help, our ESL teacher makes herself available during or after school at "per session pay" to provide support in the needed areas for those students. All required services support and resources correspond to all our ELLs' ages and grade levels.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials such as Wilson Reading Program which teaches students fluent decoding and encoding skills to the level of mastery, Read 180 which teaches sight words fluency, Oral Expressive Language Development, Comprehension, Print Knowledge, Spelling, Handwriting, Vocabulary Development, Critical Thinking, Listening Skills, Strategies for decoding multi-syllabic vocabulary words, Fluency, Content Area reading and writing, Multi-Sensory strategies for narrative, persuasive and expository writing are used on a regular basis. A computer room is available at our school and Ms. laquinta requests when necessary permission to use it with her ELLs in order to further their knowledge of the English language through research or simply typing their work as a tool to memorize the spelling and grammar of the English language. P35M has a library available to students and books in the Spanish language as well as other languages are available to our ELLs students who are encouraged by our ESL teacher to read in their native tongue.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The use of bilingual software and multimedia equipment will enhance and support the development of their native language skills. Native language literacy for ELLs is supported by multicultural library books, as well as books in the Spanish and the adaptation of literacy materials to meet the needs of students with emotional disabilities. NLA literacy activities are extended throughout the curriculum and subject areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support and resources correspond to our ELLs' age and grade levels. P35M offers support to our ELLs students

by offering counseling services in their native language if desired. All resources that are offered to our ELLs students are also grade appropriate and translated in their native language if requested by either the parents or the student. Weekly workshops are offered to our ELLs students with the help of Ms. laqinta where they can discuss their progress or request extra help if needed.

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.

All ELLs are encouraged to come to summer school and participate in our regular classes as well as getting acquainted with our building, neighborhood and incoming students. Our summer school ESL program is designed to improve test prep and literacy skills.

18. What language electives are offered to ELLs?

Currently P35M offers the study of French and Spanish as foreign 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)?

N/A . At this time P35M does not offer Dual Language Programs.

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.

During the 2013-2014 school year, Professional Development@35M will be incorporated in workshops, given once a week (every Wednesday throughout the entire school year), which will assist content areas teachers with ESL strategies for ELL students (Strategies and Materials for NLA and ELA Instruction, the NYS ESL Standards, Balanced Literacy in ESL classes, the Teaching of ESL through Content Areas). This Professional Development will be offered by the Assistant Principal, Ms. Bacal, and ESL teacher, Ms. laqinta as well as other content area teachers with additional help from the District Office. All teachers work collaboratively. Teachers will plan their lessons that complement instead of merely translate the content instruction in the other language in alignment with the CCLS. Paraprofessionals, Guidance Counselors, psychologists, secretaries, and parent coordinator are to be included in the Professional Development. P35M receives ongoing support from the District 75 Office of English Language Learners on ELL Programs as well as school based Literacy Coach who works closely with content area teachers and ESL teacher. Content area teachers will also be enrolled in two (five hours each) Jose P. PD sessions offered by District 75 ELL Department. Jose P. PD certificates are kept in teachers' file. P35M' teachers and paraprofessionals are also supported by the district instructional coaches. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs. Guidance counselors are instructed to attend workshops which informs them about new programs for our students when they graduate and want to attend College.

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?

The parent coordinator at P35M, Mr. Brockett, offers parents of all students including parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as home activities to support learning, outside support in their local community such as numerous organizations which might provide after-school activities or educational support as well as work related training. Mr. Brockett also gives out to parents an interest needs survey in order for P35M to find out what parents expects from our school. Also, to familiarize parents with the program, schedule and instructional goals, an informational letter is sent out to each student's parent. All informational materials are translated into family languages. A series of phone calls are established once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations; to disseminate information and obtain parent input. Currently our school has need for Spanish and French written translation and oral interpretation. The findings are coded by the pupil personnel Secretary in ATS and on students emergency cards (Blue cards). All communications with parents are transmitted through PTA and SLT meeting, special letters from administration, Parent-Teacher night conference as well as afternoon ones. Letters in the native language and phone calls are made to each home regarding our school ESL program which includes schedules and instructional goals. It also includes NYS ESL Standards; The Teaching of ESL through Content Areas; The Use of Technology in ESL Education; The Adaptation of ESL Materials for the Education of ELLs with Emotional Disabilities, the Annual Review and IEP process, NYSESLAT testing as well as ELA.

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: <u>Manhattan High School</u>		School DBN: <u>75M035</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Barnett	Principal		1/1/01
Ms. Bacal	Assistant Principal		1/1/01
Mr. Brockett	Parent Coordinator		1/1/01
Ms. laquinta	ESL Teacher		1/1/01
Ms. Debbie Tindal	Parent		1/1/01
Mr. Ottey/ English	Teacher/Subject Area		1/1/01
Mr. Torres/ Math	Teacher/Subject Area		1/1/01
Ms. Baller	Coach		1/1/01
	Coach		1/1/01
Ms. Vasquez	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. H. Langot	Other <u>R. S. Speech</u>		1/1/01
	Other _____		1/1/01
	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: **75M035** School Name: **P35M Manhattan High School**

Cluster: Network: **4**

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.

It is in accordance with Section VII of Chancellor's Regulation A-663 and Parents 'Bill of Rights and Responsibilities that P35M has determined procedures to ensure that parents/guardians of ELL students are provided with appropriate access to programs and services which will help them understand all procedures taken for their children's education. When new students register to P35M, a new admission packet is given to the parents/guardians during the intake meeting with staff including but not limited to: Teacher, Family Worker, Guidance Counselor, Social Worker, Psychologist, Parent Coordinator in order to collect needed information about the student. If translation and oral interpretation is needed, a Home Language Identification Survey is completed with provided translation assistance if necessary. The counselor and/or parent coordinator keeps track of parents/guardians of families who require translation and oral interpretation so that during meetings, conferences and other events, they are given proper translation help. The information collected from the Home Language Identification Survey is given to the school pupil accounting secretary who will then enter the information in ATS. In addition, Home Language Identification Surveys are kept in students' files at school as well as "Blue Cards" which are reviewed and updated at the beginning of each term.

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 findings of our school's written translation and oral interpretation needs are as follow:

Number of ELL students: 22

Spanish: 21

French: 1

The findings are reported to our school community through the Home Language Identification Surveys as well as Emergency Cards and ATS reports. all communications with parents are transmitted through PTA and SLT meetings, special letters from administration, parent-teacher night conferences and on case-by case as determined necessary by faculty members and guidance counselors. Our staff is encouraged to

contact the DOE Translation and Interpretation Unit when faced with any translation or oral interpretation needs we cannot immediately solve in-house: (Phone) (718) 752-7373, (Fax) (718) 7527390, (Email) translations@schools.nyc.gov. We also maintain and distribute special announcements and all boiler-plate DOE documents in translated formats such as : School Discipline Code, Bill of Parents Rights Responsibilities as well as Cover letters to Reports Cards and Parent Surveys.

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.

When parents/guardians of ELL students are identified, translation is provided in house by our school pupil accounting secretary as well as bilingual pedagogues and paraprofessionals. All requested translations are done in a timely matter and given to the parents/guardians in a timely fashion. Parents/guardians are also notified that all DOE documents can be provided by the Translation and Interpretation Unit of the DOE. Also, our new ELL students' parents/guardians receive a translated Bill of Parents Rights and Responsibilities during the registration process and the parents/guardians of our returning ELL students receive a translated Bill of Parents Rights and Responsibilities in their native language during PT conferences.

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.

During orientation for all students, new rolling admissions as well as returning ones, the "Home Language Identification Survey" will determine the home language for all students. P35M makes sure that oral interpretation services are met when needed and are provided by in-house school staff members according to our school plan. If and when any of our staff members don't speak the language of the family, we will obtain assistance of an interpreter by requesting such service a few days prior to the meeting through the Translation and Interpretation Unit of the DOE.

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>.

P35M will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by following our school's LAP Team plan. Parents of ELL students will be informed in writing about their rights regarding translation and interpretation services in their native languages as well as in English and we will instruct them on how to obtain these services. Language needs of ELL parents/guardians will be assessed upon registration. An in house interpretation unit will be put in place to provide language assistance to parents/guardians who do not speak English. All necessary documents will be translated in a timely matter and delivered by mail if necessary in a timely fashion. Oral interpretation will be provided during meetings, parents-teachers conferences, IEP meetings and so on and so forth. Parents will also have the opportunity to learn how to navigate the New York City DOE web site should they request it. Notice signs of various topics will be posted throughout the school not only in English but in the native language our ELL students speak.