

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

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

**02M575**

**School Name:**

**MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL**

**Principal:**

**MICHAEL TOISE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 02-M-575  
School Type: Comprehensive High School Grades Served: 10, 11, 12  
School Address: 240  
Phone Number: 212.353.2010 Fax: 212.353.1673  
School Contact Person: Michael Toise Email Address: mtoise@schools.nyc.gov  
Principal: Michael Toise  
UFT Chapter Leader: Brad Arter  
Parents' Association President: Gisell Martinez  
SLT Chairperson: Brad Arter  
Student Representative(s): Abderrahmane Kadi, Diadia Ndiaye

**District Information**

District: 02 Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 E New York Ave, Brooklyn, NY 11212, Brownsville  
Superintendent's Email Address: LRobinson5@schools.nyc.gov  
Phone Number: 718-778-7305 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 403 Network Leader: Nate Dudley

## 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:

- 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\*.
- 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.\*\*
- 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)
Michael Toise	*Principal or Designee	
Brad Arter	*UFT Chapter Leader or Designee	
Felicia Washington	*PA/PTA President or Designated Co-President	
Jonela Hasani	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Margaret Aylward	CBO Representative, if applicable	
Louis Small	Member/ Teacher	
Sonja Madera	Member/ Parent	
Milagros Yrrizarry	Member/ Parent	
Windsor Tastaca	Member/ Teacher	
Diadia Ndiaye	Member/ Student	
Abderrahamane R. Kadi	Member/ Student	
Pauline Patterson	Member/ Parent	
Gladys Simono	Member/ Parent	
	Member/	
	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.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>	

## 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### Mission and Vision

Manhattan Comprehensive Night and Day High School (MCNDHS) is a public high school akin to the immigrant schools in New York City at the turn of the 20th century. Like those schools, it was founded to accommodate a new generation of students with different lifestyles and economic pressures. The school's overarching mission is to provide opportunities to students with difficult schedules to earn a high school diploma.

We are an academic community committed to educating older students with adult responsibilities. We service the educational needs of students ages 17-21 from 7:30 a.m. to 9:35 p.m. Monday through Friday. Our unique hours provide students who work or raise families the opportunity to create an academic schedule that dovetails with their adult responsibilities. We have an open admissions policy and enroll students throughout the year. Our program is designed to support students who have been discharged from other NYC high schools and older, foreign-born students with limited English proficiency. Our goal is to graduate students who are prepared for college and begin their post-secondary career.

Our instructional program focuses on the improvement of student literacy across the curriculum. We achieve this by implementing the Common Core Learning Standards and the Regents curricula in the content areas, a freestanding ESL program, and bilingual programs for our Chinese and Hispanic students, advanced courses in Mathematics and English Language Arts (ELA), and a Least Restrictive Environment (LRE) School Team Plan for our new continuum students. In order to ensure that students receive the appropriate services they need to succeed, we engage in constant monitoring of attendance and academic performance, and in providing appropriate academic and social intervention. Intervention may take the form of counseling, parent-teacher-student conferences, supplementary instruction, group and individual tutorials, and the provision of social welfare supports such as medical, housing, legal, and employment assistance.

### Demographics

The school has grown from 25 students at its founding in 1989 to over 750 today. Our older, high school transfer students have typically dropped out from other schools or needed to leave those schools for a variety of reasons. Many of them have dropped out from more than one high school prior to their admission to our school. Both ethnically and linguistically we serve a diverse community. Approximately 35% of our students are black, 45% Latino, 10% Asian and 5% Caucasian. About 60% are recent immigrants representing over 50 countries from Asia, Africa, the Caribbean and Latin America, the Middle East and Eastern Europe. While the school draws students from all parts of the city, its population comes largely from economically disadvantaged areas, such as Bedford Stuyvesant, Harlem, the Lower East Side, and the South Bronx.

## 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

1. 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).
2. 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.

After a review of the new Common Core Learning standards, the new Common Core ELA regents and student performance trends on the ELA Regents exam, we have ascertained that a re-evaluation and review of our annual ESL departmental benchmarks exams to determine rigor and alignment with the CCLS standards is necessary.

### 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 the end of the academic school year, we will evaluate our departmental benchmark exams in ESL through the lens of the Equip rubric to determine rigor and alignment with CCLS standards in order to insure that 100% of our exams are strongly aligned by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Through a series of professional learning activities, the assessment committee will be trained on using the Equip rubric.	Assessment Committee, Instructional Leads	10/14 - 11/15	Irene Lau
The assessment committee will begin to examine the ELA common core regents to norm and set goals when examining the ESL departmental exams.	Assessment Committee	11/14 - 12/15	Irene Lau
The assessment committee will review data from December administration of periodic assessment, and look for trends in student performance.	ESL students	1/15 - 2/15	Irene Lau
The assessment committee will review the periodic assessments to determine alignment to targeted CCLS standards.	Assessment Committee	3/15 - 4/15	Irene Lau

### Part 4 – Resources Needed

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

- Network support on Equip training
- Schedule time for assessment committee to meet twice per month
- CCLS instructional materials

**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	X	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:

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

- Review of student data from December 2014 period assessments results
- Exams evaluated against Equip Rubric, 12/1
- First initial draft of revisions of exams before 2/1
- Final draft of exams completed 5/1

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. 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 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

3. 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).
4. 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.

We have conducted a comprehensive assessment of our school’s performance on creating a supportive environment for all students including an analysis of the results of our NYC School Survey and anecdotal reports of teachers. Based on our NYC Survey information and these anecdotal reports it was determined while most students feel respected at school there are significant sub-groups that have demonstrated concerns including our LGBTQ students.

### 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.

Develop and infuse culturally responsive curriculum that supports social/emotional learning to insure that all students are respectful of the diverse community at our school and insure that by June 2015 at least 66% of students respondents on the NYC School Survey strongly agree that students treat each other with respect.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. 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).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
Review data and identify student and staff concerns around developing a school culture which supports respect for all.	Administrators	Sep, 2014	Michael Toise
Identify school and CBO staff committee members.	Administrators	Oct, 2014	Michael Toise
Respect for All Committee Plan staff development around issues and concerns identified.	Teachers	Nov – Jun 2014	Michael Toise
School and CBO Staff Professional Development.	Teachers	Dec – Jan 2015	Michael Toise
Implementation of schoolwide strategies to support respect for all.	Students	Mar 2015	Michael Toise

### Part 4 – Resources Needed

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

- Schedule per session to cover planning time
- Schedule time for staff development on Chancellor’s Conference Days and during Professional Learning

**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:

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

- Dec 2015 formation of planning committee
- February initial staff development training.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. 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

13.	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).
14.	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.
	<ul style="list-style-type: none"> <li>• After an evaluation and review of student performance data (both departmental and state assessments), trends indicated students struggled with complex texts and questions.</li> <li>• In order to support students in grappling with complex texts and questions, our instructional focus will be on implementing close reading strategies in all content areas.</li> <li>• Using our instructional focus of close readings, we want to develop and implement an inquiry model that supports collaboration and professional learning.</li> </ul>

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Develop and implement a collaborative inquiry model that supports teachers’ professional learning and continuous improvement by completing seven collaborative inquiry cycles by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Using the inquiry model approach, the school community will engage in a series of professional learning experiences around close reading.	Teachers	9/2014 - 5/2015	Administration
The inquiry model is a three week approach. The first week will be a school wide introduction to a close reading strategy. The second week provides collaborative time for teacher teams to develop a lesson around this close reading strategy. The third week will allow for teacher teams to review student work and make adjustments to future lessons.	Teachers	9/2014 - 5/2015	Administrators
<b>UPDATED FEB 2015. Professional learning activities will be communicated to parents through our monthly parent newsletter. Feedback from parents will be discussed at School Leadership Team</b>	Parents	9/2014 - 5/2015	Parent Coordinator

meetings.			
<b>UPDATED FEB 2015. School staff, including guidance counselors, teachers, administrators and CBO staff will be invited to participate in bi-monthly meeting to discuss how our professional learning activities can better support the shared goal of improving student outcomes.</b>	All Members of the School Community	9/2014 - 5/2015	Principal

**Part 4 – Resources Needed**

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

- Use Monday designated professional learning time
- A series of seven cycles will be completed by June 2015 (Sept - Oct, Nov - Dec, Jan, Feb, Mar, April, May)

**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
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:

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

- Complete two cycles of inquiry by December 2014.
- Review student work, progress, and impact after the implementation of three new close reading strategies (annotations, designing multiple reads using text dependent questions, and using multiple reads to lead class into discussions).

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
22.	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

23.	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).
24.	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.
	<ul style="list-style-type: none"> <li>• After an evaluation and review of student performance data (both departmental and state assessments), trends indicated students struggled with complex texts and questions.</li> <li>• Using this student performance data - an analysis was made of the questions. Coding of questions helped uncovered which areas students struggled with the most (content, question type, language/vocabulary).</li> <li>• School administration will then review this data together to make strategic decisions about curriculum, pacing, and review most pertinent data/information with teachers and staff).</li> </ul>

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Build leadership capacity among members of the school administration, principal and assistant principals, will conduct three cycles of data analysis to discern trends and modify curriculum to support student achievement by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Gather regents exams results from January 2014, June 2014, August 2014	All students and subgroups: ELLs, Students with disabilities	Nov 2014	Administration and Computer Technician
Complete an item analysis of each multiple choice, short answer, and essay question.	All students and subgroups:	Dec 2014	Administration

	ELLs, Students with disabilities		
Disseminate and share findings with respective departments, develop action plan with department on how to best incorporate findings into practice (i.e. if students are struggling with the topic of Neolithic revolution, then teachers should consider how to cover topic more extensively).	All students and subgroups: ELLs, Students with disabilities	Dec 2014 - Jan 2015	Administration
Revise curriculum to deeply embed findings from regents and departmental exams item analysis	All students and subgroups: ELLs, Students with disabilities	Feb - Jun 2015	Administration

#### **Part 4 – Resources Needed**

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

- With support from our in-house computer technician, we can compile regents and departmental data to complete the item analysis.
- Administration will meet during regularly scheduled cabinet meetings.
- Administration and faculty will meet in their respective departments to share and use data.

#### **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

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:

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

Feb 2015 – 1<sup>st</sup> cycle of data analysis and curriculum modification completed.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
32.	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 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

- |     |   |
|-----|---|
| 33. | 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). |
| 34. | 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.  |

Our student demographics reflect a 60% population of ELL and former ELL students. We currently have an ESL department that consists of 13 certified ESL teachers. There are a total of 14 out of 40 teachers who are ESL certified, and this year 10 of our faculty members are interested in obtaining an additional certification in TESOL in order to support this large population of ELL and former ELL students. Through a grant with Touro College and the State, our teachers will be able to obtain this certification for a subsidized grant.

### 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.

Strengthen school-community ties to enrich the civic life of the school by working closely local colleges to increase the number of ESL certified teachers by 20% by June 2015

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Work with Touro to determine program eligibility and learn more about program details.	Program Coordinator	Nov 2014	Irene Lau
Recruit teachers to participate in Touro program and schedule interviews for teacher participants	Teachers	Dec 2014	Irene Lau
Teachers participate in intensive TESOL Bilingual program.	Teachers	Jan – Jun 2015	Irene Lau
<b>UPDATED FEB 2015. Monthly school parent newsletter and responsive school website will be developed to keep parents informed and involved in school activities.</b>	Parents	9/2014 - 5/2015	Parent Coordinator
<b>UPDATED FEB 2015. Parent workshops on current topics, such as, college application process and financial aid, bullying and domestic</b>	Parents	9/2014 - 5/2015	Parent Coordinator

violence and immigration rights will be held throughout the year.			
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**Part 4 – Resources Needed**

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

Budget set aside for parent coordinator salary, room allocations will be scheduled to host activities.

**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:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

8 Teachers will have begun the intensive program by February

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42.	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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Diagnostic exams Departmental benchmark exams Regents Exams Classroom grades Teacher recommendations	Foundational literacy Domain specific literacy Close reading Structured and scaffolded writing	Tutoring One-to-one Group	Before school day After school day Push-in Saturdays
<b>Mathematics</b>	Diagnostic exams Departmental benchmark exams Regents Exams Classroom grades Teacher recommendations	Visual and graphic depictions of problems Student think alouds Formative assessment data provided to students Peer-assisted learning activities	Tutoring One-to-one Group	Before school day After school day Push-in Saturdays
<b>Science</b>	Uniform departmental exams Regents Exams Classroom grades Teacher recommendations	Discipline specific literacy instruction Visual aids Peer-assisted learning activities	Tutoring One-to-one Group	Before school day After school day Push-in Saturdays
<b>Social Studies</b>	Uniform departmental exams Regents Exams Classroom grades Teacher recommendations	Discipline specific literacy instruction Visual aids Scaffolded writing Peer-assisted learning activities	Tutoring One-to-one Group	Before school day After school day During school day Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Uniform departmental exams Regents Exams Classroom grades Teacher recommendations	Individual counseling Speech therapy Executive function training	One-to-one	During school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.
<ul style="list-style-type: none"> <li>• Recruitment of HQT from DoE New Teacher Finder</li> <li>• Support through new teacher mentoring program in compliance with DoE regulations</li> <li>• Ongoing weekly professional learning as provided for by DoE</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• School will implement a collaborative inquiry model that supports teachers' professional learning and continuous improvement by completing collaborative inquiry cycles built around</li> <li>• Modeling</li> <li>• Collaborative planning</li> <li>• Feedback/Tuning protocol</li> </ul>

**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.

Teachers participate in the development of uniform departmental exams and diagnostic assessments. These exams are revised each semester. Teachers participate in departmental analysis and review of assessment data on conference days and in individual conferences with departments assistant principals.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$455,636.00	X	8-9, 12-13
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	\$47,624.00	X	9
Tax Levy (FSF)	Local	\$4,978,324.00	X	9, 11, 13, 15, 17

<sup>1</sup>**Explanation/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.

<sup>2</sup>The **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.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Manhattan Comprehensive Night and Day High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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 Comprehensive Night and Day 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 <b>02</b>	Borough <b>Manhattan</b>	School Number <b>575</b>
School Name <b>Manhattan Comprehensive Night &amp; Day HS</b>		

### B. Language Allocation Policy Team Composition [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 <b>Michael Toise</b>	Assistant Principal <b>Judith Horvay</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Joanna.Wegielnik</b>	Guidance Counselor <b>David Robinson</b>
Teacher/Subject Area <b>Geraldo Maldonado</b>	Parent <b>Felicia Washington</b>
Teacher/Subject Area <b>Dennis Robinson</b>	Parent Coordinator <b>Gisell Martinez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Nathan Dudley</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>9</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>802</b>	Total number of ELLs	<b>449</b>	ELLs as share of total student population (%)	<b>55.99%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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

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	
ESL	364	54		25			22			411
<b>Total</b>	<b>364</b>	<b>54</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>411</b>

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											41	53	46	140
Chinese											44	28	8	80
Russian												1		1
Bengali											10	11	8	29
Urdu														0
Arabic											4	7		11
Haitian											22	22	2	46
French											27	28	3	58
Korean												1		1
Punjabi											1	1		2
Polish											4			4
Albanian											3			3
Other											38	34	2	74
<b>TOTAL</b>	<b>0</b>	<b>194</b>	<b>186</b>	<b>69</b>	<b>449</b>									

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											42	28	14	84
Intermediate(I)											54	102	35	191
Advanced (A)											16	61	17	94
Total	<b>0</b>	<b>112</b>	<b>191</b>	<b>66</b>	<b>369</b>									

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

We have six levels of ESL  
 ESL 1 Low Beginner

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

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

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

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

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

listening/speaking and reading/writing, we concentrate equally on all four areas in our curriculum.

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

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

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

4. For each program, answer the following:

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

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

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

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

c. Native Language Arts in Chinese or Spanish that focus on literary selections, from the classical to the contemporary. The instructional strategies for NLA are similar to those of ELA, focusing on the SED standards for reading and writing. Students will analyze verbally and in writing plays, novels, poems, and short stories. They will write four types of essays (descriptive, compare/contrast, persuasive, and reflective). They also will be assigned to read and write on themes about current events. In addition, we will align the NLA strategies to the components of a Balanced Literacy Program as discussed in the ELA section above.

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

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

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

Our ELA/ESL programs emphasize those aspects of the SED Learning Standards that focus on the improvement of literacy. Specifically, we have aligned our curriculum to meet the Standards for reading, writing, speaking/listening/viewing, conventions/grammar and usage, literature, public documents, and functional documents. For example, we have created a Reading/Writing Course (Understanding Rhetoric). This is a initial course for students who have been identified at admission to have low literacy levels, based upon placement exam results, transcript history, and in-person interview. This course has been designed to help the needs of both former ELL's and mainstream students with lower levels of literacy. Identified students are placed in this course regardless of the number of ELA credits they have previously earned. The course focuses on decoding/metacognitive techniques in reading and on grammar skills/rhetorical devices in writing. Teachers of these courses have undergone training in the National Center on Education and the Economy's "Ramp-Up to Advanced Literacy" Program as well as the Wilson Reading Program. These students will be taught reading strategies on how to approach multiple-choice questions, which comprise a major component of ELA and Social Studies Regents. In addition the ELA department intends to implement in this course reading and writing strategies that will focus on: (a) identifying, practicing and internalizing reading comprehension strategies through direct instruction, independent reading, modeling, conferencing, and classroom conversation; (b) developing and organizing written non-fiction and literary responses that evidence sound understanding, interpretation, meaning, and language use through direct instruction, modeling, cooperative activities, independent practice, and conferencing. While this course is designed primarily to provide pre-regents preparation for mainstream and ELL students by building reading and writing foundations to facilitate students' successful transitions to ELA Regents preparation courses, its design serves other students' needs as well. It provides basic reading and writing fundamentals to help prepare students for other content areas as well strategies and skills with which to tackle the challenges of college curriculums.

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

The inception of a 5th summer cycle in our school calendar has enabled us to provide additional instructional hours for ELLs to get their language learning up to speed; provide us more time to prepare Regents bound students; create remedial and ELA Regents review

courses for students who failed the exams in previous attempts; and enrich our curriculum with the addition of new elective courses.

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

Currently we do not offer dual language program.

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

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

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

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

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

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

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

In addition our ESL DYO periodic assessment pass/promotion rates are a good indicator of the success of our programs. Of the total of 424 ELL students in Term 1, 335 were promoted to a higher level or graduated, a 79% pass rate. This is up from a 76% pass rate from the previous year. This upward trend can be attributed to a more rigorous Common Core aligned curriculum in our ESL classes in an effort to prepare our students for the upcoming newly revised Regents exams.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
During our intake testing days, all ELL students and their accompanying parents watch the DOE Orientation DVD for Parents of Newly Enrolled English Language Learners in their native languages where they are informed of the three types of programs available for ELLs. They are assisted by licensed native language school employees, ESL teachers, should they have any questions about the programs. After their questions are answered they fill out the Parent Survey and Program Selection Form. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work

with parents to align programs that ensure parent involvement. The initial screening, LAB-R and the HLIS survey are given by the following ESL licensed pedagogues: Harro Von Maknassy, Dennis Robinson, Wei Chen, Elizabeth Acerra, Laura Fleder. Mr. Robinson and Ms. Acerra are speakers of Spanish. Mr. Chen is a speaker of Mandarin and Fujianese. Ms. Laura Fleder is a speaker of French.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

Acerra, elizabeth  
Duarte, Cristina  
Fleder, Laura

Hillam, Karen  
Loo, David  
Padua, Paul  
Pesce, Lisa  
Ross, Joe  
Smith, Lacey  
Toms, Frederick  
Verbin, Anatoliy  
Von maknassy, Harro  
Wegielnik, Joanna

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
- The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. As our students are over aged and under credited ELLs, the vast majority selected free standing ESL. Fewer than 25 out of 600 selected a bilingual program. If we notice a trend towards TBE we will adjust our program to meet those needs. The program model at our school is aligned with parent requests. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

We have six levels of ESL

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods during both day and night classes. Included in this group of math tutors are individuals who speak Chinese, Spanish, and French. Peer math tutoring outside of regularly scheduled math classes is available for ELL students during period 10 and 11 in the Cafeteria from 3:52 – 5:31 pm. The peer tutors are ELL students who have successfully completed the math course for which they provide tutoring, and have been recommended by their math teacher. Another form of math intervention available to ELL students outside of regularly scheduled math classes is volunteer math tutoring. Volunteer tutoring is conducted by a combination of current and former math teachers, and other adults proficient in math, that have received training from Learning

Leaders. Volunteer tutors meet with ELL students individually, or in pairs, before or after their school day, or during the students' free period. ELL students may be assigned to attend peer or volunteer tutoring by their math teacher, or they may choose to attend on their own. Finally, ELL math students are encouraged by their math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June.

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

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

We do not offer TBE or Dual Language program at this time, therefore, we do not evaluate ELLs' native language throughout the year.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

e. ELLs who have reached proficiency on the NYSESLAT are continued ELL accommodations on all Regents Exams for two years. ELLs who have reached proficiency on the NYSESLAT are provided support services at MCNDHS in a number of ways. ELLs who tested proficient on the NYSESLAT but scored between a 65-74% on the English Regents exam are specifically targeted for an intensive college prep course called "At Home in College." The aim of the course is to prepare students who scored below a 75% on the English Regents to pass the CUNY Assessment Tests and avoid remedial college course work. ELLs enrolled in this program are exposed to college level work, with a strong emphasis on critical thinking skills. The subject matter of assigned reading and writing assignments are challenging but scaffolding support allows the ELL students to successfully get through the material. One unit in the curriculum focuses on Maslow's hierarchy of needs but scaffolding support includes specific reading strategies that teach ELLs how to successfully identify inferences, author's purpose and vocabulary in context. The "At Home in College" classes are exclusively taught by senior ESL teachers who have years of collective experience working with an ELL population that is proficient in English but not quite ready to handle college course work. The teachers assigned to "At Home in College" program also have experience teaching Advanced Placement in English to ELLs in addition to teaching at the college level. In addition to this collaboration with CUNY, ELLs who are considered proficient are also invited to participate in our school's Small Group Initiative, where teachers in small groups of no more than 5 students tutor them. The SGI groups meet twice a week, Mondays and Wednesdays, for the entire academic year. ELLs are given the flexibility to approach any teacher in any subject area they might be struggling in to request small group tutoring. ELLs who are proficient are also afforded extra tutoring services through the school's "Friday Regents Review." These 2 1/2 hour Regents prep courses are offered on 8 consecutive Fridays prior to Regents exam week and are available in all subject areas including English, Living Environment, Chemistry, Global History & Geography, United States History & Government, Geometry and Algebra. The Regents prep courses are an excellent resource for proficient ELLs who still have to pass a specific Regents exam or for ELLs who are re-taking a specific Regents exam in hopes of improving their original score. One final support offered to proficient ELLs are the college/career services provided by our non-profit partner, CDI. The "College & Career Office" of the Student Life Center, provides invaluable support to ELLs who are in the process of applying to colleges or career training programs. Many of the staff members of the College & Career Office are bilingual and can provide crucial translation services in Spanish, French and Chinese Mandarin, which account for the languages spoken by the majority of our ELL population.

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

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

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

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

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

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

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

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

**Courses Taught in Languages Other than English ⓘ**

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

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

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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

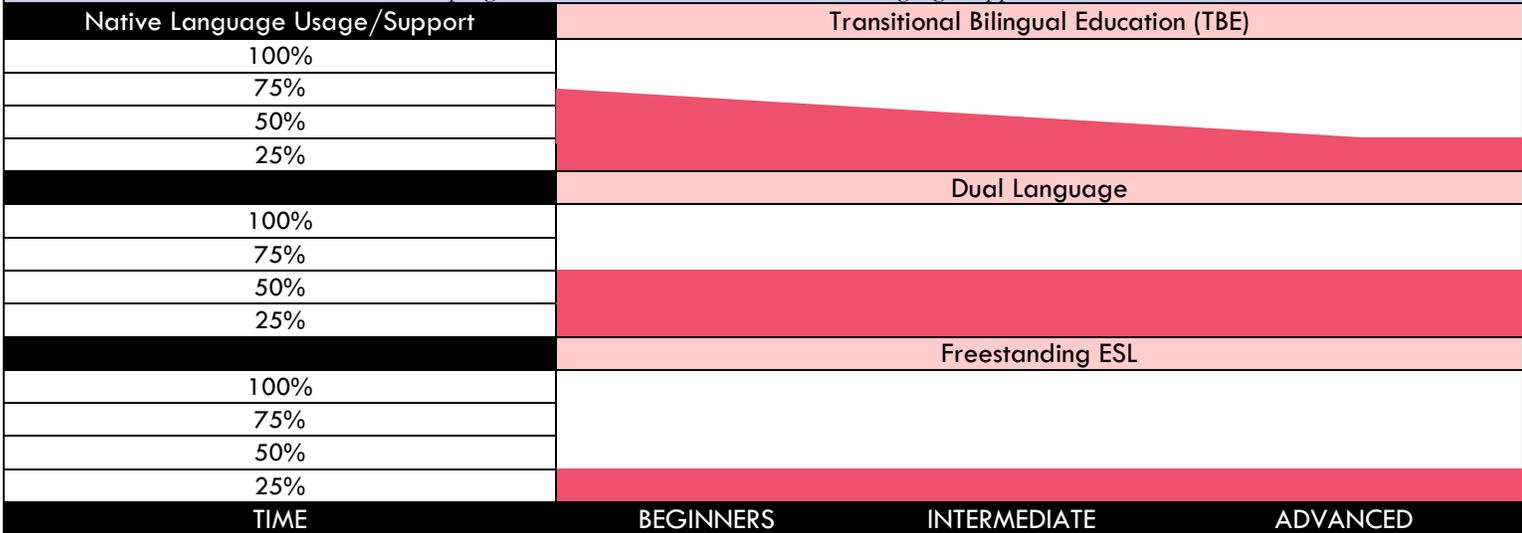
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

For the past two years we have been we have utilized non-traditional strategies and multiple access points to allow ELLs to access the curriculum through integrating the arts (Young Audiences of New York) and implementing rigorous project-based learning. We are going to expand this program in the 2013-14 year by working with Urban Arts Partnerships in our beginning level ESL classes to include NYSESLAT preparation in "story/art" production projects that include all 4 modalities tested in the NYSESLAT.

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

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

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

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

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

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

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

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

- Chinese and International Chess Club
- Chinese Cultural Leadership Club
- Culinary Arts Career (Cooking) Club
- DNA Barcode Project
- Fish Hatchery/Raising Brook Trout
- Green Design Lab
- I love NY Club
- Model UN Club
- Open Gymnasium Activities
- Oil Painting Club
- Photography Club
- Soccer Club

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

Our curriculum is skills based and we therefore use a variety of materials including: the Grammar in Context series by Sandra

Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, to name a few. All ESL teachers use laptop carts in the classroom and all ESL teacher have also incorporated use of the Smart Board into ESL curriculum and will be providing workshops to the rest of the staff.

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

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

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

Because most of our ELL's come to us over 17 years of age, they are still in need of extension of services in order to pass the ELA Regents and graduate from high school.

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

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

Our school assists newly enrolled ELL students with an orientation where students are introduced to staff, teachers, school rules, and small group workshops held in their native languages.

18. What language electives are offered to ELLs?

Native Language Arts in Chinese or Spanish that focus on literary selections, from the classical to the contemporary. The instructional strategies for NLA are similar to those of ELA, focusing on the SED standards for reading and writing. Students will analyze verbally and in writing plays, novels, poems, and short stories. They will write four types of essays (descriptive, compare/contrast, persuasive, and reflective). They also will be assigned to read and write on themes about current events. In addition, we will align the NLA strategies to the components of a Balanced Literacy Program as discussed in the ELA section above.

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

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

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

19. For schools with dual language programs:

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

Currently we do not offer dual language program.

## C. Professional Development and Support for School Staff

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

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

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

Professional Development will be given on the following topics:

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

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

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

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Manhattan Comprehensive NDHS**

**School DBN: 02M575**

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

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

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

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

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

Cluster: 4 Network: 403 / Nathan Dudley

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 352
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 9  
# of certified ESL/Bilingual teachers: 8  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

The rationale for our program is to provide supplemental direct instruction to support and enhance the learning of our ELL population. Of our population of 752 students, approximately 50% are English Language Learners and our students come from 50+ countries. In order to meet the English language needs of this varied population who can only stay with us for an average of four semesters before they are discharged to due to the age limit, we have a Free Standing ESL Program. This is an Intensive ESL Program designed to fast-track students from interpersonal communicative skills to cognitive academic language proficiency. There are currently six levels of ESL: (1) Low Beginner, (2) High Beginner, (3) Low Intermediate, (4) High Intermediate, (5) Low Advanced –Regents Support; and (6) High Advanced/Transitional. The direct instruction programs listed below will support language development, English instruction, academic achievement in core academic areas.

Subgroups:

The subgroup that we are targeting for these supplemental programs are: Level 1, Level 2, Level 3, Level 4 students (low beginner, high beginner, and intermediate) with a particular emphasis on the most recent newcomers to NY, and Level 5 students (low advanced - Regents support). These supplemental programs will serve approximately 300 English Language Learners, ranging from grades 10, 11, and 12 at our school.

Program #1: Supplemental ELA Regents Support for ELLs (All students who scored below 65, and those who want a higher score to receive advanced regents diploma)

Schedule and Duration: SATURDAY ACADEMY: Fall 2014, Spring 2015 (24 sessions for 2.5 hours)

LOI: English

# and types of certified teachers: Two ESL certified teachers

Types of Materials: ESL curriculum, literature, short stories

Description: This program provides supplemental support for ELL students who scored below a 65 on their English regents. Direct instruction include (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided reading, listening, viewing). Indirect instruction (problem solving, case studies, inquiry, reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, close reading). These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams essays in the following areas: Meaning, Development, Organization, Language Use, Conventions

## Part B: Direct Instruction Supplemental Program Information

Program #2: Supplemental Regents Support for ELLs (All students who scored below 65, and those who want a higher score to receive advanced regents diploma)

Schedule and Duration: AFTER SCHOOL PROGRAM: Fall 2014, Spring 2015 (150 SESSIONS, 1 PERIOD A DAY)

LOI: English

# and types of certified teachers: One ESL certified teacher

Types of Materials: ESL curriculum, literature, short stories

Description: Direct instruction (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided reading, listening, viewing). Indirect instruction (problem solving, case studies, inquiry, reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, close reading). These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams essays in the following areas: Meaning, Development, Organization, Language Use, Conventions

Program #3: Supplemental direct instruction to complement core ESL courses and services

Schedule and Duration: AFTER SCHOOL: Fall 2014, Spring 2015 (29 Sessions, Fridays, 3 hours)

LOI: English

# and types of certified teachers: Two ESL certified teachers

Description: This program provides supplemental direct instruction to support our school's Level 1 and Level 2 students. Our Level 1 and Level 2 students will receive additional support in language acquisition, speaking and listening practice, and reading/writing instruction. This will serve 25% of our 50% of English Language Learners. This supplemental program will provide students with the opportunities to practice their speaking and listening in real-life settings and situations.

Program #4: Supplemental Content Support in ESL (Algebra and Geometry for all ELL students who scored below 65, and those who want a higher score to receive advanced regents diploma)

Schedule and Duration: AFTER SCHOOL PROGRAM: Fall 2014, Spring 2015 (30 SESSIONS, 1 PERIOD A DAY, Monday & Friday)

LOI: English

# and types of certified teachers: One duly ESL and Math certified teacher

Types of Materials: ESL and Math Curriculum

Description: Direct instruction (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided practice). Indirect instruction (problem solving). These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams.

Program #5: Supplemental direct instruction to complement core ESL courses and services

Schedule and Duration: BEFORE SCHOOL PROGRAM: Spring 2015 (90 SESSIONS, 1 PERIOD A DAY, Monday to Friday)

LOI: English

# and types of certified teachers: Two ESL teachers

Types of Materials: ESL (Edge Curriculum)

Description: Direct instruction (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided reading, listening, viewing). Indirect instruction (problem solving, case studies, inquiry, reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, close reading). These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams essays (thematic, document based question).

### Part B: Direct Instruction Supplemental Program Information

All of these programs will take place before school, after school and on Saturdays, which is above and beyond the mandated minutes of instruction for ELLs. Student progress notes, attendance records, assessments and student folders will be used for program documentation.

This program will continue through 2015-2016.

### Part C: Professional Development

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

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

Begin description here:

The rationale for our professional development this year is to provide teachers with the opportunity to familiarize and work with the newly purchased ESL curriculum (EDGE). All 14 ESL teachers will receive this training. Title III teachers will receive monthly trainings for one period. Topics to be covered include how to implement the new curriculum and how to use the online platform and e-assessments. After much research, in consultation with the Office of English Language Learners and other schools who have used EDGE, our school selected the provider, National Geographic/Cengage Learning. This year, we purchased the EDGE series curriculum. We believe by using an established provider such as National Geographic, we will have more consistency and a standard approach to support the learning of our English Language Learner students. This EDGE series provides a robust ELL curriculum for all of our students.

### Part D: Parental Engagement Activities

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

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

Begin description here: We host twice a year (11/4/2014 and 03/27/2015) two hour ESL parent workshops with licensed ESL teachers and content area department chairs presenting our High-Quality Instructional Title III program. We provide a question and answer forum for parents at this time. More than 50 parents usually attend with translation offered in Spanish, Mandarin, Cantonese, and French. At these workshops, snacks are served, and copies of handouts are distributed to parents.

**Part D: Parental Engagement Activities**

In addition, we also provide on various dates:

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
<b>TOTAL</b>	_____	_____