

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75M751

School Name:

MANHATTAN SCHOOL FOR CAREER DEVELOPMENT

Principal:

EWA ASTERITA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 75M751
School Type: Special Education Program Grades Served: ungraded
School Address: 113 East 4th Street, NYC 10003
Phone Number: 212.477.2090 Fax: 212.228.7095
School Contact Person: Lawrence Rolla Email Address: LRolla@schools.nyc.gov
Principal: Ewa Asterita
UFT Chapter Leader: Thomas Rosa
Parents' Association President: Debra Williams
SLT Chairperson: Stuart Miller
Student Representative(s): Luis Navarro, Jr.

District Information

District: District 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 East 1st Street, NYC 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: 212.802.1501 Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 755 Network Leader: Ketler Louissaint

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ewa Asterita	*Principal or Designee	
Thomas Rosa	*UFT Chapter Leader or Designee	
Debra Williams	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Luis Navarro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stuart Miller	Teacher/ SLT chair	
Fiordaliza Fernandez	Paraprofessional	
Luke Timmins	Teacher	
Daryl Rivers	Parent	
Lawrence Rolla	CSA representative	
Gloria Garcia	Parent	
Marianne Hernandez	Parent	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

751M is an inquiry-based collaborative professional learning community dedicated to providing challenging educational and community-based work experiences, with equity of access, to all our students, enabling them to become integrated, productive members of a global society. We pay particular attention to providing a continuum of services – from main site to Community Based Vocational Internship (CBVI) offsites -for our students, as we vigorously promote their rights to full participation in the workplace. We are fully committed to the implementation of the Common Core Learning Standards (CCLS), Career Development Occupational Studies (CDOS), and Citywide Instructional Expectations (CIE) at all stages of students' education at 751M. Rigorous academics are a hallmark both at our 4th Street main campus and at every one of our seventeen vocational internship offsites.

It is this consistent focus on study, social /emotional skills, real life vocational training and fundamental hard work that sets our school apart. Proof of this is the fact that 98% of our graduates are placed directly into either competitive employment or agency linkages. We are justly proud of this fact and both Manhattan Borough Gale Brewer and NYC Comptroller Scott Stringer were present at last year's graduation ceremony to honor and support our graduating seniors. We are also keenly aware that special education encompasses a wide swath of students, and we seek to be a source of hope and service to all students regardless of their disability. In alignment with this vision, we have two full inclusion classes that are thriving at the CTE High School of Fashion Industries and at Harvey Milk High School, as well as strong partnerships with the Learning Disabilities Association of NYC and Lighthouse International. We celebrate the fact that our school exists not in isolation but as part of a vibrant community of cooperative educational institutions, as exemplified by our relationships with Best Buddies program. Lastly, we are proud to have been able to "reignite" our student's interest in athletic competition by bringing back after 25 years, our all-inclusive high-school basketball team that now competes on a city-wide level.

In order to collect multiple perspectives for the CEP, we engaged in collaboration with students, parents/guardians, teaching faculty, paraprofessionals, related services providers, support staff, our Children First Network leadership and our valued community partners. We established focus groups to address Chancellor Farina's Pillars. Each team examined the data and its impact for CEP goals and provided detailed feedback.

The following detailed process was conducted to complete this CEP form:

- **Data/Evidence-** All 751M available data [IEPs, Scantron Performance Series Assessments, Level I, II, and III Vocational Assessments, NYSAA, PBIS, QR 2012-2013, Attendance, OORS] was reviewed by the Cabinet Team and school Data Specialist.
- **Resources & Operations** – The executive cabinet reviewed the Staff Handbook and organizational protocols. Students reviewed the PBIS Student Handbook.
- **Professional Development** – Team Leaders and teacher teams reviewed professional development opportunities and evaluations. The executive cabinet reviewed the Educator's Customized Platform for Professional Development and prepared professional development based on the needs of the educators.
- **Instruction & Curricula** – The Inquiry team [all staff] reviewed student performance tasks, curricula connection to the TEP, CCLS, CDOS and CIE.
- **Community & Parent Engagement** – The executive cabinet and Parent Coordinator reviewed the goals and outcomes for parent involvement. The School Leadership Team reviewed our CEP goals for the past three years, our ongoing relationship with the NYPD 9th Precinct and Best Buddies.

These CEP goals, cultivated through consensus of all school stakeholders and informed through meticulous data collection, guide school-wide instructional practices into which we incorporate TEP, CCLS, CIE, and CDOS. On a daily basis, we dedicate and recommit ourselves to our core mission of providing our students with rigorous 21st century

college and career readiness skills that ultimately will lead them to optimal post-secondary pathways as well as prosperous and successful careers upon completion of our program.

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.

One of our school’s core missions is to provide our students with rigorous instruction that incorporates both CCLS and CDOS with a school-wide and collaborative-based curriculum map. Although our students achieved high levels of excellence on state exams, after reviewing our school’s NYSAA data from the 2013-2014 academic year with all stakeholders, it was determined that all parties involved believed in our students’ ability to reach even higher levels of academic achievements and successes.

Part 2 – Annual Goal

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

By June 2015, students will demonstrate improved mastery of Common Core curriculum state standards across the content areas of ELA, Math, Social Studies, and Science, as evidenced by 5% growth in NYSAA extensions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Review of students’ work by school Inquiry and Teacher Teams to ensure strict alignment to Common Core Learning Standards (ninth grade level)	Inquiry and Teacher Teams	Weekly, 9.14-6.15	Data Specialist
Continued use of school-wide curriculum map strictly aligned to the Common Core Learning Standards and EngageNY for instructional use at main site campus and at all CBVI off sites	All staff	Daily, 9.14-6.15	Administration
Assess all students via Scantron Performance Series assessments in Reading , Language Arts, and Math	All teachers	2 times a year	Data Specialist
School-wide use of NYSAA tracking system, <i>Measured Progress Profile</i> .	All teachers	10.14-2.15	Data Specialist NYSAA Liaison

Part 4 – Resources Needed

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

Human Resources- School Administrators, NYSAA Liaison, Data Specialist, Teacher Team Leaders Teachers, Support Staff
 Instructional resources – Student Datafolios, Teacher Produced Student Worksheets (CCLS Extensions and AGLIs), *Measured Progress Profile* website, lesson plans, Google docs, and Scantron
 Schedule Adjustments – Coverage for NYSAA Liaison, Data Specialist, and Teachers during all collegial reviews

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.

n/a

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.

1. Mid-point- 2nd Collegial review
2. Timeframe – Dec. 19th, 2014

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 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. |

During the End of the Year Conversations last year, the staff requested feedback and additional professional development options to enhance their pedagogical skills. The Educator’s Customized Platform for Professional Development [ECPPD] is completed by all teachers. The plan provides a comprehensive research-based action plan and professional development strategies that are aligned to Common Core Learning Standards, the Career Development and Occupational Studies Standards, and the Chancellor’s Instructional Expectations.

Part 2 – Annual Goal

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

By June 2015, there will be an increase of student engagement in learning by 10% as evidenced by improvement of teacher effectiveness ratings in Danielson Framework Domain 3 Instruction, specifically students will have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
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).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
Organize inquiry data collection	Faculty	Daily; - 9.14-6.15	Data Specialist
Provide teachers with professional development opportunities	Faculty	Daily; - 9.14-6.15	Administration
Ensure that teachers telecommunication and technology needs are met to support off-site programs	Faculty	Daily; - 9.14-6.15	Technology Liaison
Schedule teacher peer observations and classroom inter-visitations	Faculty	Weekly; 9.14-6.15	Administration

Part 4 – Resources Needed

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

Human Resources- Administrator, Data Specialist, Teachers
 Instructional resources – Atlas Protocol, Student-Based Datafolios, NYCDOE Professional Development Website, Google docs, curriculum map, 751M weekly
 Schedule Adjustments – Coverage for faculty and staff during the Professional Development

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.									
N/A									

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.			
1.	Mid-point- Mid Year Conferences with Faculty and Staff and Google Doc database analysis of observation data			
2.	Timeframe – January-February			
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
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.

During the End of the Year Conversations last year, the staff requested feedback and additional professional development options to enhance their pedagogical skills. The Educator’s Customized Platform for Professional Development [ECPDP] is completed by all teachers. The plan provides a comprehensive research-based action plan and professional development strategies that are aligned to Common Core Learning Standards, the Career Development and Occupational Studies Standards, and the Chancellor’s Instructional Expectations.

Part 2 – Annual Goal

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

By June 2015, all faculty will increase their participation in collaborative professional development by 30% researching teaching strategies to engage students’ different learning styles. Measures of success will include student work products, observation, and student and teacher self-reflection

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			
Schedule teacher and paraprofessional residency program for teaching and support staff to expand staff experience and improve collaborative efforts	Faculty	9.14-.6.15	Administration
Teachers to complete Educator’s Customized Platform for Professional Development and to track professional development activities.	Faculty	9.14-6.15	Administration
Mid-year and End-of-year conferences with teachers on progress	Faculty	9.14-6.15	Administration
Daily Morning Meetings conducted with administration to help improve and calibrate teacher effectiveness	Faculty	9.14-6.15	Administration

Part 4 – Resources Needed

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

adjustments, etc.

Human Resources-Administration, Teachers, School-Based Support Staff (Paraprofessionals)
Instructional Resources-ECCPD Form, NYCDOE Professional Development Tracking Form, School Residency Reflection Form, Lesson plans, Engage NY, curriculum map, and 751M weekly
Schedule Adjustments-Teacher coverage to meet with Administration in order to conduct both mid and end of year conferences.

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.

N/A

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.

1. Mid-point – Midyear conferences with faculty

2. Timeframe -January through February 2015

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

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

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| 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. |

Transition Planning is at the core of the mission of the school. While overall post-secondary placements rates and agency linkage rates are high, we intend to improve the 2013-2014 rates even further. We will incorporate updated methodology in data collection via Google Docs to ensure that all students are properly tracked and that relevant data can be captured to assist us in improving our levels of post-secondary placement as well as to implement more highly nuanced methods to continually increase our overall sustainability rate.

Part 2 – Annual Goal

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

By June 2015, Post-Secondary Outcomes will be improved, evidenced by increasing competitive employment placements by 10% of graduating students

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Establish after-school program focused on career readiness and entrepreneurship	Students	1.15-6.15	Administration
Completion of student exit summaries	Faculty	9.14-6.15	Administration
Establish after-school program focused on peer mentoring, Best Buddies.	Students	10.14-6.15	Administration
Expend 7-Eleven collaboration to enhance competitive employment placements	Students	12.14-6.15	Administration

Part 4 – Resources Needed

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

adjustments, etc.

Human Resources-Administration, Teachers, Transition Coordinator, School-Based Support Staff, Students, Best Buddies Staff, 7-Eleven Owners, and Managers
Instructional Resources-SEIS, Resume Writing and Interview Preparation Workbook, Lesson plans, CTE Curriculum, Google Docs, curriculum map, and 751M weekly
Schedule Adjustments-Teacher coverage to facilitate collaboration with our students and 7-Eleven and Best Buddies representatives

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.									
N/A									

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.

1. Mid-point – End of Fall term
2. Timeframe – January 30, 2015

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

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| 31. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | 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

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| 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. |

- | | |
|----|--|
| 1. | Provide timely information and materials to increase participate of all stakeholders in the 2014 School Survey |
| 2. | Increase teacher-to-parent communication and involvement using native language and preferred mode of communication |
| 3. | Develop Individual student IEP goals in partnership with direct parent involvement |

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, the number of students completing OPWDD Certification will increase, as evidenced by 10% increase in Front Door Trainings and/or OPWDD eligibility findings.
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Provide professional development and training opportunities. The school will provide 25 parent training opportunities to parents/guardians to ensure that families are provided Person Centered support	Parents/Guardians	9.14-6.15	Administration
Assist parents with accessing literacy (both ELA and financial) programs	Parents/Guardians	9.14-6.15	Administration
Continue providing on-line daily homework blog to parents and students (hard copy provided)	Parents/Guardians/Students	9.14-6.15	Administration
Provide quarterly parent newsletter; The school will provide 25 parent training opportunities to parents/guardians to	Parents/Guardians	9.14-6.15	Parent Coordinator

ensure that families are provided Person Centered support			
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Part 4 – Resources Needed

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

Human Resources-Administration, Teachers, School-Based Support Staff, Students, Transition Coordinator, Parent Coordinator Parents, OPWDD representatives
 Instructional Resources-Teacher Created Homework Blogs, School-Based Parent Newsletter, OPWDD Website and Paper-Based Information, Google Docs, and 751M Weekly
 Schedule Adjustments-Teacher coverage in order to meet with parents when needed

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.

N/A

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.

- 1. Mid-point_– Google Doc database analysis of parent training participation data
- 2. Timeframe – January 7, 2015

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Review of student's ELA IEP goals and progress notes	<p>Language! Live. The Wilson Reading System addresses reading comprehension, vocabulary and fluency. Small group Instruction is designed to address learning strategies for ELL students. The program develops basic literacy skills through a phonics-based approach. It is delivered during the school day, individually and in small group settings.</p> <p>Wilson Reading System</p>	<p>Small group instruction</p> <p>Pull-out one-to-one instruction provided students who need intensive interventions.</p>	<p>Delivered daily during the literacy courses.</p> <p>Delivered daily during scheduled time.</p>
Mathematics	Review of student's Mathematics IEP goals and progress notes	Monthly instructional thematic units of study based upon the school-wide curriculum map and aligned with Common Core Learning Standards and	Small group instruction	Delivered daily during math courses,

		EngageNY. Mathematics lesson plans define three levels of differentiated tasks to accommodate diversity of learners.		
Science	Review of student's academic IEP goals and progress notes	Monthly instructional thematic units based on school-wide curriculum map and aligned to Common Core Learning Standards and EngageNY. Science/STEM lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group instruction	Delivered daily during Science/STEM courses
Social Studies	Review of student's academic IEP goals and progress notes	Monthly instructional thematic units of study based on school-wide curriculum map and aligned to Common Core Learning Standards and EngageNY. Social Studies (Global History & U.S. History) lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group instruction	Delivered daily during Social Studies courses
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Review of student's counseling IEP goals and progress notes	Women's and Men's groups meet weekly to discuss topics related to academic growth, attendance, punctuality, responsibility, self-determination, self-advocacy, life skills, positive self-esteem and relationships. Respect for All anti-	Small group setting Large group setting	Delivered once a week during the regular school day. Delivered once a

		bullying Course/CORE Counseling Sessions	Individual and Group setting	week during the regular school day. Delivered weekly during the scheduled day.
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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.

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

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. 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:

1. 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;
2. 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;
3. 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;
4. 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;
5. 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.;
6. 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;
7. 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;
8. host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
9. 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;
10. translate all critical school documents and provide interpretation during meetings and events as needed;
11. 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:

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
4. supporting or hosting Family Day events;
5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
6. encouraging more parents to become trained school volunteers;
7. providing written and verbal progress reports that are periodically given to keep parents informed of their

children's progress;

8. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
9. providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[School name], 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.

1. 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:

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to the Common Core State Learning Standards;
4. offering high quality instruction in all content areas;
5. 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:

1. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
2. convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
3. 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;
4. 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;
5. 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;
6. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
7. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
8. 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:

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

Provide general support to parents by:

1. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. 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);
3. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
4. supporting parental involvement activities as requested by parents;
5. 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;
6. 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;

7. Parent/Guardian Responsibilities:

1. 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;
2. 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;
3. check and assist my child in completing homework tasks, when necessary;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education;
10. 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;
11. respond to surveys, feedback forms and notices when requested;
12. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
13. 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;

14. 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;
15. share responsibility for the improved academic achievement of my child;

16. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo 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: <u>Manhattan School for Career De</u>	DBN: <u>75M751</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 751M is a vocational high school in District 75 whose mission is “to promote a challenging educational and community based work experience, with equity of access that will enable all students to become integrated, productive members of a multicultural society.” Finding employment during these hard economic times is difficult. Getting a job with limited English language skills is even harder. Research shows that ELLs acquire basic interpersonal communication skills (BICS) in 1-2 years but take 5-7 years to develop cognitive academic language proficiency (CALP); with direct teaching of the language in the academic context (Cummins 1979, 1981). This process takes longer for some of our ELLs due to their cognitive levels which range from LD (Learning Disabled) to ID (Intellectually Disabled). Most of our students are at the conversational English stage. We will bridge this gap through our Title III program called LOE (The Language of Employment: Everything you need to know, say and do to prepare for employment in the 21st Century). This program will be administered by 1 certified ESL teacher, 1 paraprofessional, and 1 supervisor. A secretary will assist for 10 hours making copies for the instructors, preparing and mailing notices to parents and sending messages to parents via School Messenger regarding the program. LOE is an intensive program administered entirely in English, designed to help ELLs and their parents develop the skills necessary to find gainful employment. Title III Schedule: Instructional sessions will be held on Tuesdays and Thursdays from 3:00PM-5:00PM on the following dates: 1/6, 1/8, 1/13, 1/15, 1/20, 1/22, 1/27, 1/29, 2/3, 2/5, 2/10, 2/12, 2/24, 2/26, 3/3, 3/5, 3/10, 3/12, 3/17, 3/12, 3/24, 3/26, 3/31, 4/14, 4/16, 4/21 and 4/23. The PD schedule is from 3:00PM-5:00PM on the following Wednesdays: 1/7, 1/28, 2/25, 3/18 and 4/15. The areas of concentration are: employment vocabulary, interest assessment, resume writing, job searching, job interview protocols, professional attire, entrepreneurship, do now jobs (jobs they can do at present e.g. packing bags at the supermarket), and using the internet for information and understanding. All sessions will be suited to the students’ intellectual abilities as per their IEPs in ways that are responsive to their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Twelve students will participate in LOE ranging from grades 10-12. This is aligned with their IEP mandates for a 12:1:1 classroom. The target population for the Title III after school program will be selected using the following criteria: Performance at the Beginning Level in the reading and writing modalities of the NYSESLAT ; performance on Scantron Assessment; and students with minimal attendance issues. The sessions will take place at our computer lab in room 402, furnished with MacIntosh desktop computers with internet access. In addition, 6 iPad minis will be purchased to introduce the students to the current platform for accessing information; touch screen devices. Students will use Career Zone (<http://www.nycareerzone.org/>), from the NYS Department of Labor, to assess their skills and interests and to search for jobs in NY. Through the iPad minis they will make use of various apps that build language skills and relate to employment including: Learn English With the New York Times (vocabulary/audio texts), Johnny ESL (listening and speaking skills), Pearson Grammar Prep, Dragon Dictation (powerful talk to text software), Flashcard creator (images and text), Word Faucet (build schema), My First Words (developing vocabulary), Outliner (scheduling, creating lists, getting organized), Word Avalanche (word making game), Audio Job Interview, Job Interview Cheat Sheet, Pocket Resume, Snag a Job, Job Search, Interview Wow, ESL Expeditious English, 100 ways to make \$100 (Make Money Tips), Speak Business English I and II and What is your ideal job? These are the expected outcomes of LOE: students will increase their career schema, learn how to access information relating to

Part B: Direct Instruction Supplemental Program Information

employment using the internet, be able to navigate through the interview process and understand interview protocols, identify the skills set they already have and define the skills they will need to acquire in order to get into their desired career. The end product of our program will be the creation of a Vimeo.com series called LOE at MSCD. Students will create a how to get a job series featuring job search strategies, mock interviews, proper business attire (appropriate to your industry), how to access information via desktops/laptops/iPads/smart phones, and more; based on participant interest input. The Vimeo show will be a resource they can access beyond the Title III program. All instruction will be differentiated as per the student's IEPs and will align with NYS ESL Standards as well as the Common Core Standards. Student progress will be assessed by the Title III team using rubrics created in line with the Common Core Standards (http://www.p12.nysed.gov/ciai/common_core_standards/), Talent Management Pilot ([https://learn.arisnyc.org/ia/tag.6c7b14758e6fcb51.render.userLayoutRootNode.target.n8.uP?\\$orpath=/course/showcourse&id=391&whence=usearch&uP_root=n8](https://learn.arisnyc.org/ia/tag.6c7b14758e6fcb51.render.userLayoutRootNode.target.n8.uP?$orpath=/course/showcourse&id=391&whence=usearch&uP_root=n8)) and student IEPs. Finally, all Title III participants will play various roles in the development of the web series. Some will be actors. Others will man the cameras, edit clips and create soundtracks.

References

- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. "Review of Educational Research," 49, 222-251.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In "Schooling and language minority students: A theoretical framework."
- Csikszentmihalyi, M. (1997). FINDING FLOW: THE PSYCHOLOGY OF ENGAGEMENT WITH EVERYDAY LIFE. New York: Basic Books.
- Danielson, C. (1996). ENHANCING PROFESSIONAL PRACTICE: A FRAMEWORK FOR TEACHING. Alexandria, VA: Association for Supervision and Curriculum Development. ED 403 245.
- Sternberg, R. J., Torff, B., & Grigorenko, E. L. (1998). Teaching triarchically improves student achievement. JOURNAL OF EDUCATIONAL PSYCHOLOGY, 90(3), 374-384. EJ 576 492.
- Vygotsky, L. (1986). THOUGHT AND LANGUAGE. Cambridge, MA: MIT Press.

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: "Professional development in culturally diverse schools assumes that combining content, ESL, and bilingual teachers would make complementary knowledge and perspectives available to everyone" (Adger & Clair, 1999; Clair, 1998; Gonzalez & Darling-Hammond, 1997). This exchange of knowledge is the benchmark for a successful Title III program. The ESL Teacher (Thomas Rosa), Paraprofessional, and Administrator (Lawrence Rolla) will participate in 5 PDs from 3:00PM-5:00PM on the following Wednesdays: 1/7, 1/28, 2/25, 3/18 and 4/15. The topics include: 1) The Danielson Observation Model 2) Developing effective assessments for ELLs with special needs, 3) ELL learning styles and teaching methodologies, 4) MTC strategies for helping students become acclimated to the world of work and 5) Transition and employment after graduation. Thomas Rosa, ESL teacher, will present the sessions.

Part C: Professional Development

References

Adger, C.T., & Clair, N. (1999, July). "Professional development for implementing standards in culturally diverse schools." Paper presented at an invitational conference sponsored by the National Educational Research Policy and Priorities Board, the Office of Educational Research and Improvement, and the Office of Bilingual Education and Minority Languages Affairs, Washington, DC.

Gonzalez, J.M., & Darling-Hammond, L. (1997). "New concepts for new challenges: Professional development for teachers of immigrant youth." McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.

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: Many employers use computer technology to evaluate and hire new workers in addition to job interviews and work history consideration. LOE will be a resource for students and their parents to become familiar with this trend. They will be engaged in activities that will prepare them for the job market including: creating video resumes, editing their digital profiles and exploring professional networking accounts such as LinkedIn. Parents will be invited to participate in the last instructional session of each month alongside their children from 3:00PM-5:00PM on the following dates: 1/29, 2/26, 3/26, 4/23. Some of the topics covered will be: Your Digital Fingerprint, Video Resumes and the Interviewing Process, and Using the Internet to Furnish Employment. Thomas Rosa, ESL teacher, will facilitate these sessions. In addition, students will be given the floor to share what they have learned with their parents. This will encourage a sense of community through shared learning. According to psychologists McMillan and Chavis (1986), four factors define a sense of community: "(1) membership, (2) influence, (3) fulfillment of individuals needs and (4) shared events and emotional connections. The Title III program will create a learning community comprised of students, staff and their caretakers. Parents will be notified when visiting the building (PTA meetings, parent teacher conferences), by correspondence (in English and in their Native Languages), through an event Calendar sent out by the Parent Coordinator, and flyers distributed by mail, student's backpacks or e-mailed to the parents. In gain to these methods, Voice Shot Bilingual Messaging is used to notify and remind parents of upcoming events. Parents also have the option to access our parent website and see a list of upcoming activities. Please note that appropriate translation and interpretation services are provided to meet our community needs.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8,784.16</u> –	<u>Instructional Sessions</u> <u>1 Administrator:</u> <u>\$52.84 x 54 hours (instruction) = \$2,853.36</u> <u>1 Teacher:</u> <u>\$50.50 x 54 hours (instruction) = \$2,727</u> <u>1 Paraprofessional:</u> <u>\$29.05 x 54 hours (instruction) = \$1,568.70</u> <u>1 Secretary:</u> <u>\$31.12 x 10 hours (during instruction) = \$311.20</u> <u>Professional Development Component</u> <u>1 Administrator:</u> <u>\$52.84 x 10 hours = \$ 528.40</u> <u>1 Teacher:</u> <u>\$50.50 x 10 hours = \$ 505.00</u> <u>1 Paraprofessional:</u> <u>\$29.05 x 10 hours = \$ 290.50</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,172.57	Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) \$49.22 x 3 staff = \$ 147.66 source: 120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School (2nd Edition) \$30.04 x 3 staff = \$90.12 source: http://www.amazon.com/gp/offer-listing/0132479753/ref=dp_olp_new?ie=UTF8&condition=new Life Skills for Teens: Reproducible Masters for Middle and High School Students

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$43.00 x 3 text = \$129.00</p> <p>source:</p> <p>https://cart4.barnesandnoble.com/op/request.aspx?stage=confirm</p> <p>iPad Mini</p> <p>\$299 x 6 students = \$1,794.00</p> <p>source:</p> <p>http://store.apple.com/us/buy-ipad/ipad-mini-2/16gb-space-gray-wifi</p> <p>Monteverde Stylus (for iPad and other touch devices) 12/Pack</p> <p>\$11.79</p> <p>http://www.staples.com/Monteverde-S-103-Click-Action-One-Touch-Ballpoint-Pen-With-Front-Stylus-12-Pack-Blue/product_308655</p>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$243.27</u>	<u>Refreshments for parents.</u>
TOTAL	<u>\$11,200</u>	_____

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Manhattan	School Number 751
School Name Manhattan School for Career Development		

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 Ewa Asterita	Assistant Principal Lawrence Rolla
Coach type here	Coach type here
ESL Teacher Teresa Lee	Guidance Counselor type here
Teacher/Subject Area Marie Kwan/ADL ESL	Parent Deborah Williams
Teacher/Subject Area Josefina Marmolejo/BIL	Parent Coordinator Carolina Velasquez
Related Service Provider type here	Other Thomas Rosa/Dean
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	232	Total number of ELLs	61	ELLs as share of total student population (%)	26.29%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	61
SIFE	10	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	32

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	7	6	7	2	1	2	2	0	2	11
Dual Language										0
ESL	6	1	6	14	1	14	30	1	30	50

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	13	7	13	16	2	16	32	1	32	61
Number of ELLs who have an alternate placement paraprofessional: <u>59</u>										

C. Home Language Breakdown and ELL Programs

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

*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
TOTAL	0																			

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	4	5	48	59
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
TOTAL	0	2	4	5	50	61								

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)										2	3	3	30	38
Intermediate(I)										0	1	2	14	17
Advanced (A)													6	6
Total	0	2	4	5	50	61								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

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)							1	0	1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							1		1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA	9		9	
NYSAA Mathematics	9		9	
NYSAA Social Studies	9		9	
NYSAA Science	9		9	

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.
751M administers Scantron performance series assessment during Fall and Spring to assess the literacy skills of our school population including our ELLs. Other assessments for 751M SWDs are New York State Alternate Assessment (NYSAA) and the NYSESLAT. Teachers conduct ongoing assessments with the assistance of Spanish-speaking paraprofessionals. Students are assessed for reaching

benchmarks based on their IEP mandates. Student work is collected in portfolios. We use the RMNR (NYSESLAT combined modality report) to track student progress across proficiency levels and grade. We also utilize teacher made materials and vocational assessments. All data gathered from the aforementioned assessments are used to identify and plan for next steps for the student, creating IEP goals and objectives that drive the appropriate instruction for each student, and are implemented in the student's IEP writing process. Data is collected to track student progress. Progress reports accompany the quarterly report cards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of students score higher on the speaking and listening portions of the exam than the reading and writing portion. According to the NYSESLAT results, 62 % of ELLs score at a Beginning level. Additionally, 52 % of our ELLs have received service for more than 6 years. Beginning level is most prominent score across all grade levels. All of the Advanced level students (10% of ELLs) are in 12th grade.
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 data from previous years (statistical ATS report RNMR was unavailable at this time) shows that ELLs are improving on their speaking and listening abilities but need more structures to develop native-like reading and writing. 751M uses the data to drive IEP planning, goal writing, and differentiating tasks and instructional activities. However, according to teacher observation and information student work-product, this data does not totally reflect our ELL students' abilities. For example, many of ELL students independently read signs and instructions related to accessing their environments at their work sites on a daily basis (e.g. the 69th Armory, Baruch College, the Veterans Hospital) to navigate safely throughout the day. In addition, many of them do not like test taking and express angst and anxiety during the exam period.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The data from previous years have shown that most of our students are doing better on the speaking and listening portions of the exam than the reading and writing portions. About 50% of our ELLs have scored at the intermediate level on the speaking and listening modalities and about the same percentage of the students have scored at the beginning level on the reading and writing modalities across all grade levels. This trend is more prevalent with our 12th graders: a majority of the students have scored at the intermediate level on speaking and listening but more than half of the students have scored at the beginning level on the reading and writing. The data shows that our ELLs are improving on their speaking and listening abilities but need more structures to develop native-like reading and writing. According to NYSAA data, ELLs have scored the same as monolingual peers on English language assessments. At this time, 751M has not participated in periodic assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#)).
Not Applicable. 751M is a high school.
6. How do you make sure that a child's second language development is considered in instructional decisions?
NYSESLAT scores and formal/informal teacher observations are used as baseline data and ongoing assessment to make sure a child's second language development is considered in instructional decisions in our TBE and freestanding ESL programs. In TBE programs, decisions on increases in the amount of English to native language are made based on student progress on assessments and achievement of IEP goals. According to many students' postsecondary programming, many ELLs must read signs and instructions at their work sites daily (e.g. the 69th Armory, Baruch College, the 369th Armory) to navigate safely throughout the day. In addition, many of them do not like test taking and express angst and anxiety during the exam period. In spite of these factors, the ESL staff will address the language needs of our ELLs in the following ways: Title III will help students develop the reading and writing skills that pertain to the workplace (filling out job applications, creating resumes, reading job descriptions, writing personal statements), twice a week from 3:00PM-5:00PM, students who have scored English proficient on the NYSESLAT will be recruited to be mentors for students who are still developing their English skills (via work site visitations, school assemblies, extra curricular activities and Title III programming). AIS is provided to ELLs by a licensed ESL or Bilingual pedagogue during school day to provide extra language acquisition support. ESL and Bilingual pedagogues work with content-area teachers to provide development and assistance on implementing strategies to build on students' English language skills. Individualized instruction and programming is also developed by considering students' educational history/background and parent input.
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?

Not applicable. 751M does not have a dual language program.

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

Our program will be evaluated as successful if we can show an increase in students moving from intermediate to advanced or beyond on the speaking and listening modalities of the state and exam and from beginning to intermediate or beyond on the reading and writing portions. Student improvement in both of these categories will define success for our program.

Part IV: ELL Identification Process

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

- 1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All English Language Learners (ELLs) or Limited English Proficient students (LEPs) are identified and referred to 751M by the CSE (Committee on Special Education). The CSE evaluates and assigns them to Freestanding ESL, Dual Language or Transitional Bilingual Education programs. Dual Language Programs are not offered at MSCD at this time. As part of the intake process at the CSE, parents complete a legally mandated document called the Home Language Identification Survey (HLIS), which includes the informal oral interview, in their native language, as well as in English. The interview is conducted to gather more specific information on the student's educational history, language and literacy practices. When the HLIS shows the student speaks another language, that student becomes eligible to take the Language Assessment Battery (LAB-R). When the LAB-R is given and the potential ELL falls below the cut score, then the student is designated for ESL or Bilingual services. If the student's home language is Spanish and they do not pass the LAB-R, then the Spanish LAB is administered. When students are not evaluated by the CSE, ELL identification becomes the responsibility of the school. When a home language survey is not available, e.g. the student has missing records or is from out of state, the HLIS is done at the school and the LAB-R is administered if necessary. MSCD has three certified ESL teachers who handle this process: Teresa Lee, who is fluent in Korean and English, Marie Kwan and Thomas Rosa, the Dean, who is fluent in Spanish and English. They confer weekly with the Pupil Accounting secretary to get information about newly enrolled students and verify their home languages. When a Spanish LAB needs to be administered MSCD has three certified Bilingual Spanish teachers available to give it: Oscar Marmolejo, Josefina Marmolejo or Raul Padilla. This procedure is done only once within ten days after enrollment as per NYS guidelines (<http://www.p12.nysed.gov/biling/bilinged/faq.html#language2>), ideally 10 business days (<http://schools.nyc.gov/Offices/District75/Departments/ELL/default.htm>). The ESL staff also identify students eligible for the LAB-R by printing a report called the RLER. It is accessible through Automate the Schools (ATS) and lists all students who should take the LAB-R as well as the New York State English as a Second Language Achievement Test (NYSESLAT). In addition the RLAT (NYSESLAT grades from last three years) report is printed out along with our list of our ELLs from the compliance binder. LEPs at 751M are evaluated annually using NYSESLAT. The following pedagogues make up our NYSESLAT team: ESL teachers Teresa Lee, Marie Kwan and Thomas Rosa, and Bilingual teachers Josefina Marmolejo, Oscar Marmolejo and Raul Padilla.

- 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.

Prior to our intake process, the initial ELL identification process, the parent survey, parent's understanding of the programs, the program selection, and student placement are all done at CSE. During the intake process, a student is identified as an ELL and placed in the appropriate program based on his/her IEP mandate. Parents are welcomed to tours around the school and introduced to the different programs and teachers. The student is placed in an appropriate program based on his/her IEP recommendation. When students are not evaluated by the CSE, ELL identification becomes the responsibility of the school. When a home language survey is not available, e.g. the student has missing records or is from out of state, the HLIS is done at the school and the LAB-R is administered if necessary. MSCD's three certified ESL teachers handle this process: Teresa Lee, who is fluent in Korean, Marie Kwan and Thomas Rosa, the Dean, who is fluent in Spanish. They confer weekly with the Pupil Accounting secretary to get information about newly enrolled students and verify their home languages. When a Spanish LAB needs to be administered MSCD has three certified Bilingual Spanish teachers available to give it: Oscar Marmolejo, Josefina Marmolejo or Raul Padilla. This procedure is

done only once within ten days after enrollment as per NYS guidelines. The ESL staff also identify students eligible for the LAB-R by printing a report called the RLER. It is accessible through Automate the Schools (ATS) and lists all students who should take the LAB-R as well as the New York State English as a Second Language Achievement Test (NYSESLAT).

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 [\[see tool kit\]](#).)

751M does not distribute entitlement letters. Students are placed by District 75 placement office. Prior to 751M intake process, the initial ELL identification process, the parent survey, parent's understanding of the programs, the program selection, and student placement are all done at CSE, within District 75. The distribution, securing and storing of the entitlement letters are done by CSE, within District 75.

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.

Placement is conducted by District 75 placement office. Prior to 751M intake process, the initial ELL identification process, the parent survey, parent's understanding of the programs, the program selection, and student placement are all done at CSE, within District 75. Once a child is identified as an ELL, 751M will update the ELPC screen in ATS.

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.

ATS reports, such as, RLAT, RYOS, and RLER, are used to determine NYSESLAT eligibility. Letters are sent home to all eligible students informing them of the test schedule. All of the ESL staff are included in this process. Ms. Teresa Lee, Ms. Marie Yip, Ms. Josefina Marmolejo, Mr. Oscar Marmolejo, Mr. Raul Padilla and Mr. Thomas Rosa, the members of the ELL department at the school, handle most of the testing at the school. Ms. Lee coordinates the test schedule and administers majority of the tests. The state calendar and the timeline for the administration of the tests are followed. The tests are scheduled according to the modalities. Ms. Yip, Mr. Rosa, Ms. Marmolejo assist by testing many of the ELLs at the school's main site. Ms. Marmolejos tests her Bilingual students exclusively and then opens her classroom to test other ESL students, assisting Ms. Lee. Oscar Marmolejos, Bilingual certified, tests the students at our Teachers College, Columbia University work site. Our ELLs from the other offsites are invited to come to the main site, 113 E. 4th ST, New York, NY, for testing for more effective scheduling. They are additionally notified through their site teachers. When students are absent during the initial testing period, phone calls are made to their homes. The ESL staff, site teachers and the attendance teacher are in constant contact with each other to make sure the student is in attendance and home reachout has been sufficiently made.

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. 

Placement is done at District 75 Placement office. Prior to 751M intake process, the initial ELL identification process, the parent survey, parent's understanding of the programs, the program selection, and student placement are all done at CSE, in District 75. Most of our ELLs are placed in freestanding ESL programs based on their IEP recommendations.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

Our Freestanding ESL program for students grades 9-12 consists of a push-in/pull-out collaborative model. Our Bilingual classes are self-contained. MSCD uses an ungraded program model, and most of our ELLs are grouped heterogeneously with mixed proficiency levels. 751M maintains an instructional program that addresses the language and cultural needs and strengths of ELL students with disabilities administered by State Certified ESL and Bilingual teachers.

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)?

Our programs meet the CR Part 154 mandates. Beginning level students in ESL are delivered at least 450 instructional minutes while intermediate and advanced students are delivered all mandated minutes. Students in TBE are given at least 180 instructional minutes. Advanced students are delivered 225 minutes of ELA. In addition to CR Part 154 mandates, instructors make use of the following internet accessible, researched-based programs in lesson planning and IEP goal writing: the Scantron Achievement Series (for quarterly assessments, goal development and NYSAA).

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.

All classes follow the school-wide curriculum and read a common text each month. Teachers use the curriculum text and the secondary sources provided in the curriculum. Native language support is given in TBE content instruction 50-60% of the instructional time based on student proficiency level. In freestanding ESL, no native language support is provided. Content area support is provided to ELLs in school-wide curriculum-aligned instructions. TBE teachers instruct Spanish, ELA and math in English and Spanish. NLA is provided by the TBE teacher. ESL teachers use ESL methodologies such as Total Physical Response and provide an extra acquisition support of CALP by the use of Depth of Knowledge stem questions. Not only that, students are challenged to use evidence-based terms and context clues by going back to texts as it is demanded by the Common Core Learning Standards.

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

ELLs are evaluated in their native languages in different ways. In the Bilingual classroom, the teacher conducts ongoing assessments with the assistance of Spanish speaking paraprofessionals. Student work is collected in portfolios. Also, our ELLs who have Spanish as their native language and are in TBE receive daily instruction in their native language by their TBE teachers, Ms. Josefina Marmolejo at the main site and Mr. Oscar Marmolejo at our Teachers College worksite.

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

All classroom instruction incorporates ESL methodologies such as Total Physical Response, Language Experience, Natural Approach, Cooperative Learning and Cognitive Academic Language Learning Approach. Our services meet NYS standards. Instructors incorporate hands-on learning-by-doing lessons in which students encounter language in real-life scenarios and activities, including the development work readiness skills. Individualized attention is given for reading, writing, speaking, and listening. All work is differentiated based on the IEP mandates. ESL instructors use many literacy techniques such as chunking and semantic maps to help students build their vocabularies, comprehension and inference skills. Students are assessed for reaching benchmark based on their IEP mandate. Progress is monitored as per IEP mandates and six times per year when report cards are issued.

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).

The teachers scaffold students' learning based on the work collected. SIFE students are given many incentives to come to school. They are invited to participate in our Title III program, along with all ELLs. They also receive AIS and have access to a wide array of shops and activities at the school to enhance their learning experiences and promote more interest in school. These shops include bike repair, wood shop, graphic arts and culinary arts. Some of the activities offered are Positive Behavioral Intervention and Supports (PBIS) trips, access to the school store, monthly assemblies, lunch-time recreational activities such as music creation, dance, chess, career exploration and sports. New ELLs between 0-3 years are tested using the NYSESLAT. Once their grades are posted, the ESL team, which consists of two certified ESL teachers and three certified Bilingual teachers develops an action plan to address their needs. For example, students who score low on the writing portion of the exam will be given more support in the school via technology, such as the iPad (Pearson Grammar Prep, Dragon Dictation and Flashcard creator). These students' progress will be monitored yearly by referencing the RMNR report which gives the NYSESLAT test results for each modality: speaking, listening, reading and writing. LEPs in the 4-6 year range receive more intensive interventions. In addition to the mandated hours of English language instruction as per CR 154, they also receive AIS via after school activities such as homework help and a job club, funded by VTEA. Long term ELLs continue to receive ESL services as they transition to the Manhattan Transition Center (751M work sites), which offers intensive vocational training as well as assistance with adult agency contact. This year, every worksite has been equipped with laptops or desktops as well as internet access for the staff and students. The ESL teacher continues to build the LEPs functional English language skills through push-in and pull-out instruction with special emphasis on work readiness (e.g. interviewing skills, resume writing, filling out applications).

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?

All classroom instruction incorporates ESL methodologies, such as Total Physical Response, Language Experience, Natural Approach, Cooperative Learning and Cognitive Academic Language Learning Approach. Our services meet NYS standards. Instructors incorporate hands-on learning-by-doing lessons in which students encounter language in real-life scenarios and activities, including the development of work readiness skills. Individualized attention is given for reading, writing, speaking, and listening. Teachers use the Common Core Learning Standards-aligned texts and secondary sources set by the school curriculum along with teacher-made activities that are appropriately challenging and modified to meet each student's needs and goals; all work is differentiated based on the IEP mandates. ESL instructors use many literacy techniques such as chunking and semantic maps to help students build their vocabularies, comprehension and inference skills. In addition to CR Part 154 mandates instructors make use of the following internet-accessible, research based programs in lesson planning and IEP goal writing: teacher-made classroom activities based on school-wide curriculum and the Scantron Achievement Series (for quarterly assessments, goal development and testing in ELA and Mathematics), visuals and auditory stimuli using presentation softwares.

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?

751M ensures that flexible programming is used to maximize our students' time spent with non-disabled peers. Some of our students participate in our standardized inclusion program at The High School for Fashion Industries. The students attend inclusion classes in a general education setting and receive Special Education Teacher Support Services (SETTS) for extra support in reaching their IEP goals and attain English proficiency within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

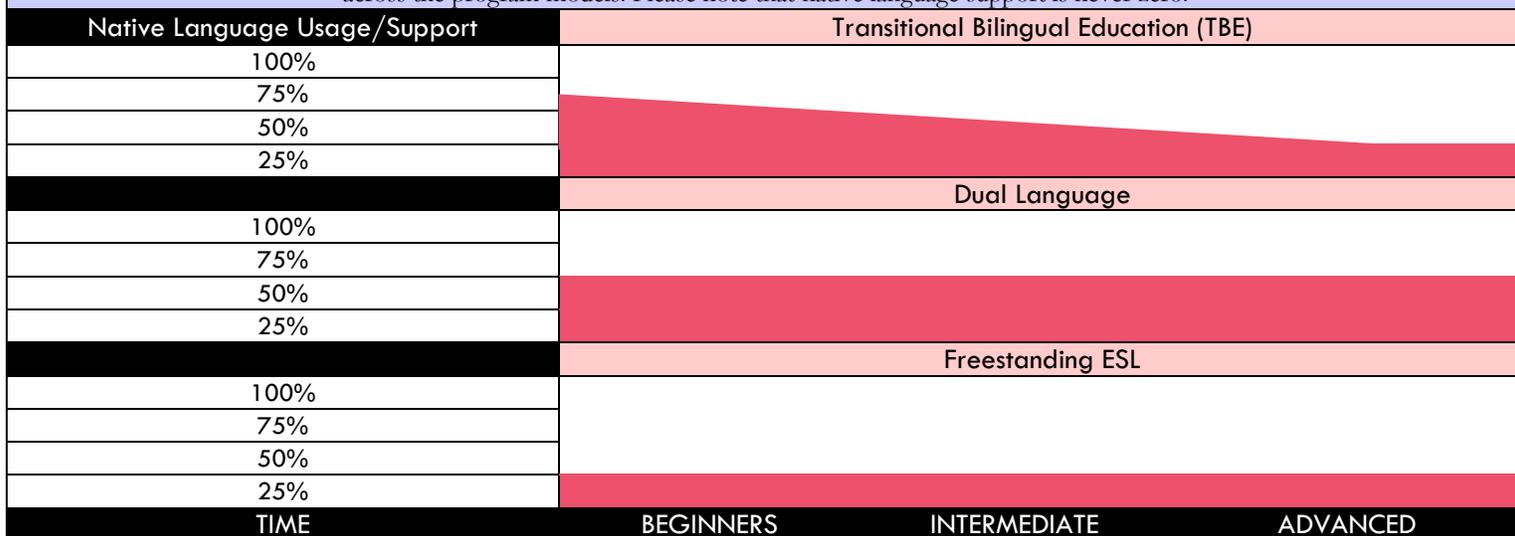
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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.
- 751M offers Academic Intervention Services (AIS) to its students. ESL teachers Teresa Lee and Marie Kwan, and bilingual teacher Josefina Marmolejo offer the service to a selected number of ELL students, who need extra support in language acquisition determined by baseline data of informal teacher class observations and NYSESLAT scores. Ms. Marmolejo, our TBE teacher, works exclusively with her biligual students, who need extra support in their native language. AIS is also provided for ELA, math and social studies by the teachers of the respective subjects for targeted interventions.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- MSCD uses the following targeted intervention programs for ELLs: Scantron Achievement Edition for all ELLs. For new LEPs we use the Wilson Reading System which is multi-sensory and geared at developing decoding and spelling. Students who have been in ESL for 4-6 years make use of the High Noon Reading Comprehension and Reading Fluency series which uses high-interest passages appropriate for students reading below grade level. Long-term ELLs use all of the above interventions as well as vocational training at MTC, continued ESL services as per their IEPs and a common core standard work-based curriculum that aligns with NYS standards including CDOS (Career Development and Occupational Studies). The data collected is reviewed according to a student's IEP mandate for benchmark assessment. These interventions are in addition to the use of Common Core Learning Standards-aligned texts that students are required to read each month, set by our school's curriculum committee. The entire school follows the curriculum and all subjects, including math, social studies, and science are aligned with the school's curriculum. Students who are EP (English Proficient), who score a passing grade in all modalities on the NYSESLAT will continue to receive amended services for two more years at 751M. As all ELLs they are encouraged to continue participating in our Title III activities. EPs also have many program options. They may choose inclusion classes at Fashion High School. They are offered a GED program sponsored by ICD (International Center for the Disabled); which is an affiliate of MSCD and also a sponsor of one of our worksites; Goodwill Industries. They also may continue at MTC and to explore vocational opportunities and find meaningful employment.
11. What new programs or improvements will be considered for the upcoming school year?
- As a new initiative, our school is offering mulitple extra curricular activities, such as Step Ahead, chorus, school newspaper, Mouse Squad, basketball team, train club among other things. Students, ELLs and non-ELLs alike, are encouraged to participate in these activities and will benefit academically as well.
12. What programs/services for ELLs will be discontinued and why?
- There are no ELL programs that are being discontinued at this time, rather programming is being enhanced. ELLs are given the same access to our programs at the main site and at MTC.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At the main site they participate in various shops/classes for one semester, from September-January and then switch for the second semester, from February- June. The shops/classes offered are: Bike Repair, Woodshop, Math/Science, Health and ELA through the content areas, including Art. 751M will be offering after school programming to supplement ELL English learning including: Job club and Bike Repair. ELLs at MTC receive equal access to job opportunities. A certified teacher provides services to them as per their IEP mandates and tests them annually. When a Bilingual student in a vocational program, an alternate placement paraprofessional is assigned to him if a certified Bilingual teacher is not assigned to his site.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- There are multiple iPads, in addition to laptops and desktop computers, that are used to support ELLs in the classrooms and at MTC. This year every worksite has been equipped with internet access and a laptop/desktop/iPad for staff and student use. The ESL teacher Ms. Lee has been issued an iPad. Some of the apps used for instruction are Learn English With the New York Times (vocabulary/audio texts), Johnny ESL (listening and speaking skills), Pearson Grammar Prep, Dragon Dictation (powerful talk to text software), Videolicious (create 50 second documentaries), Flashcard creator (images and text), Word Faucet (build schema), My First Words (developing vocabulary), Outliner (scheduling, creating lists, getting organized) and Word Avalanche (word making game). Some of the software programs used to promote their language acquisition are Comic Life (digital photos with text effects and captions), Photo Shop Elements (photo editing, create albums), iPhoto (create slideshow/timelines), iMovie (movie creation with professional elements) and Garageband (voice recording software and music creation, also used for creating karaoke tracks to build vocabulary).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in TBE (Transitional Bilingual Education) as per the state mandates, 45 minutes per day across

varying content areas including Math, ELA and NLA. ESL students receive native language opportunities through the internet, Spanish language books and audio books in the library, multicultural events and school activities and our Title III Program, where there is often a mixture of parents and students who speak different languages.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
As mentioned above, all services support and resources support ELLs. The school-wide CCLS-aligned curriculum and assessments (Scantron Achievement edition) are research based and appropriate for 9- 12 grade classes. The reading materials are adapted from the original texts according to the reading levels of the students by our dedicated staff. The class sizes are smaller at a 12:1:1, with one teacher and paraprofessional as per the students' IEPs.
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.
Newly enrolled ELLs do not receive assistance other than the information furnished by the Parent Coordinator during the enrollment process. 751M runs on a twelve month program, with a majority of the students working for the Summer Youth Employment Program. Unless a new ELL registers during the summer, she will not become acclimated to the school before the first day in September.
18. What language electives are offered to ELLs?
One Spanish class for non-native speakers is offered at the school. It is taught by our bilingual teacher, Ms. Josefina Marmolejo.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

751M does not offer dual language programs.

C. Professional Development and Support for School Staff

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

All ELL staff are encouraged to enroll in the PDs provided by the Department of Education:

D75-14-419: ELL Compliance Professional Development Institute Series: Session 1 - LAP, Language Translation and Interpretation, Compliance Binder Documents, LAB-R/NYSITELL, Maryann Polesinelli 2013/2014

D75-14-420: ELL Compliance Professional Development Institute Series: Session 2 - Administration of the New York State English as a Second Language Achievement Test (NYSESLAT), Maryann Polesinelli 2013/2014

In addition to the above listed workshops, our staff also attends literacy, class management, Positive Behavior Intervention Support and Talent Management workshops. These professional developments support teachers in delivering Common Core-aligned instruction by providing ideas and tools to help students achieve the standards in modified and appropriately challenging activities. The PDs provide multiple ways for teachers to approach Common Core Learning Standards with appropriate modifications for our special education population.

Since our students are in a secondary school program for non-diploma bound learning disabled students, transition to the worksites is beyond crucial. There is no middle school to high school transition for them. Our staff mainly helps ELLs transition from the main site to the MTC, usually at the age of 18. During monthly staff meetings and on Professional Development days, we host workshops that deal with transition, Advance, professional learning standards, best practices and curriculum. These workshops help the staff become more familiar with the transition process and the goal of helping our students find gainful employment while maintaining rigorous academics on their cognitive level. Jose P Training is provided by the Department of Education and District 75. Certificates are stored in the main office.

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?

Parental involvement is crucial for a successful transition of our students into the workforce. Our principal, Ms. Ewa Asterita, has provided many opportunities for parents to visit the school and get information about their children including: monthly coffee meetings, IEP conferences, and PTA meetings. Our parent coordinator, Carolina Velasquez, works diligently to inform and evaluate the needs of our parents. Ms. Velasquez and the PTA board collaborate for more parent involvement. In addition to parental involvement, 751M has networked with many Community Based Organizations that provide workshops and services for ELL parents including: Goodwill, YAI, Contemporary Guidance Service, AHRC, LDANYC. Parent needs are evaluated via the school survey, IEP conferences, Parent Teacher Conferences, telephone and during walk throughs of the school. Our parental activities address the needs of our students by giving them the information they need and connecting them with the services that they need. Level One vocational assessments are done annually to assess student interest and parent needs. This information is crucial toward planning for students' transition from our program, post graduation, to the workforce. The Parent Coordinator and school staff work as a team to connect parents with Medicaid coordinators, agencies and employers. This is a vital process that empowers families by providing our students the most independent lifestyle possible based on their individual abilities.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Manhattan School for Career De</u>			School DBN: <u>751M</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ewa Asterita	Principal		1/1/01
Lawrence Rolla	Assistant Principal		1/1/01
Carolina Valasquez	Parent Coordinator		1/1/01
Teresa Lee	ESL Teacher		1/1/01
Deborah Williams	Parent		1/1/01
Marie Kwan	Teacher/Subject Area		1/1/01
Josefina Marmolej	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Thomas Rosa	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75M751 School Name: Manhattan School for Career Develop

Cluster: District 75 Network: 5

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

Part A: Needs Assessment Findings

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

During the initial student admission/intake, the parent is asked to complete the Home Language Identification Survey (HLIS) in their native language, if this is the child's first time entering a New York City Department of Education school. On the HLIS document, a parent is requested to indicate their preferred language in receiving oral communication and written information from the school. Consequently, all parents have been surveyed and have been contacted by the Parent Coordinator to determine the language requirements for documents that need to be sent home. In addition, interpretation services will be provided as it is needed in the nine (9) foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone with any of the translation or interpretation needs of the ELL parents. During the intake registration process the preferred written and oral language of family and student is obtained. Through the Model Transition Project extensive home visits are conducted including informal language surveys. The MTP and Parent Coordinator collaborate to provide a series of workshops, these include outreach phone calls to parents. In addition, we developed extensive approach using flyers, newsletters, and Voice Shot Bilingual Messaging.

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

The population at 751M consists of ELL learners who are mostly Hispanic. Our school profile consists of 50 % parents/guardians who are Spanish/Bilingual. The school's written and oral translation needs for Spanish are being met. In addition, the New York City Department of Education offers access for parents/guardians to translation/interpretation services for ELL students whose native language is other than Spanish through the Translation and Interpretation Unit. 751M provided parents/guardians notice detailing that all documents would be provided in both English and Spanish, and included information on the availability of resources for additional language services. 751M maintains staffing at the school who are available to meet all of the present language needs of the school. The school community was informed about the findings of the LAP and parent-teacher conferences. Emergency cards note the preferred language of the parent/guardian. The IEP

conferences are also held in the preferred language of the parent/guardian utilizing the translation and interpretation services of the school and the district.

Part B: Strategies and Activities

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

Written translations are provided by Department of Education Translation & Interpretation Unit, and our in-house school staff. 751M maintains three certified ELL teachers on staff who are able to conduct written translation services. 751M maintains the following additional staff who can also provide the service: the Parent Coordinator, the Dean, the Bilingual Counselor, the School Psychologist, and numerous Paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL students ensure that all necessary documents are translated and provided to parents/guardians in a timely manner. When ELL parents/guardians need written translation services in a language other than Spanish, 751M first determines if there is a member of our school staff that is able to translate in the parent/guardian's native language. When necessary, the school utilizes the services of the Translation and Interpretation Unit. This service will translate the written notices to the parents, in a most timely fashion. All notices are mailed home in the appropriate languages.

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.

Oral interpretation are provided by Departement of Education Translation & Interpretation Unit, and our in-house school staff. 751M maintains three certified ELL teachers on staff who are able to provide oral interpretation services. 751M maintains the following additional staff who can also provide the service: the Parent Coordinator, the Dean, the Bilingual Counselor, the School Psychologist, and numerous Paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL students will guarantee that the interpretation services for parents are done in the timely manner. When ELL parents/guardians need oral interpretation in a language other than Spanish, we ascertain if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This action is available through a 3-way phone conversation or persons arriving at the school for oral interpretation 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>.

The Bill of Parental Rights and Responsibility is available and posted in the main lobby, main office and in key locations throughout our facility at 751M. In addition, our school provides a safety plan to parents. If these forms are not available in the parent's native language, a special request will be placed with The Translation & Interpretation Unit. The complete information about the ELL department is available for parents via the DOE link. The Translation & Interpretation Unit will be contacted for translation of other languages.