

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	75M035
School Name:	P.S. 035
Principal:	MARTA ROJO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P. 35M: Manhattan High School Number (DBN): 75M035
Grades Served: K-12
School Address: 317 West 52nd ST New York, NY 10019
Phone Number: 212-247-4307 Fax: 212-315-2814
School Contact Person: Gavriel Berkovits Email Address: 212-315-2814
Principal: Marta Barnett
UFT Chapter Leader: Kayleigh White
Parents' Association President: Luisa Cancel
SLT Chairperson: Marta Barnett
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Marquis Bradley

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave. NY 10010
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 212-356-7564

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marta Barnett	*Principal or Designee	
Kayleigh White	*UFT Chapter Leader or Designee	
James Brockett	*PA/PTA President or Designated Co-President	
Irma Crespo	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.35M: Manhattan High School is an elementary-high school with 260 students from Kindergarten through grade 12. The school operates over two sites in Manhattan. The main site serves students from grade 9 through grade 12. The second site is a day treatment center in a hospital setting and serves students from kindergarten through grade 12. Virtually all students have severe emotional and behavioral needs. In the coming school year Manhattan High School will be opening a third location in Beacon High School.

P.35M is comprised of a diverse student population. During the 2014-2015 school year 50% of the student body is African American, 40% is Latino and the other 10% is a mixture of several other ethnicities. The school population is 67% male and 33% female.

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

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

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

During the 2014-2015 school year the school focused on utilizing textual evidence to support argumentation. Professional development was provided on a weekly basis to support the pedagogical staff. Advance feedback focused on competencies 3B and 3C to support this instructional focus. This coherent planning translated into a rating of highly effective for curriculum and pedagogy during the quality review.

During the 2015-2016 school year P.35M will continue to build on the achievement of last year. Over the last five years the school has doubled the number of graduates. The school will continue to focus on providing rigorous instruction. The school will also focus on student assessment as means to improve academic outcomes.

75M035 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	244	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	2	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		66.9%
% Free Lunch	72.6%	% Reduced Lunch		0.4%
% Limited English Proficient	8.7%	% Students with Disabilities		92.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		53.9%
% Hispanic or Latino	41.1%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	3.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	16.5	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Child Assistance Program and Scantron were utilized to generate a baseline reading level for all students continuously enrolled at Manhattan High School for the 2014-2015 school year. Students in grades 9-12 had an average grade level in reading of 5.02 with a scaled score of 2577 for the 2014-2015 school year as assessed on Scantron. The data indicates intervention for students new to high school in an effort to close the gap in achievement before students take Regents Examinations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, standardized assessment student entering grade 9 will increase their ELA proficiency as measured by at least an 80 point increase of scaled score reading level as assessed by EdPerformance Series.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A minimum of 3 peer observations to observe effective practice in 3B of the Danielson rubric.</p>	<p>Pedagogical Staff</p>	<p>Sep. 2015- June 2016</p>	<p>District Coach, School Based Coach, Administrators</p>

All 9th grade teachers will complete at least two self-reflections regarding their practice with the domains of the Danielson rubric.	Pedagogical Staff	Sep. 2015- June 2016	District Coach, School Based Coach, Administrators
All 9th grade Inquiry Teams will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work utilized in the school during the 15-16 school year.	Pedagogical Staff	Sep. 2015- June 2016	District Coach, School Based Coach, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Common last period prep once a week allows cohort to hold meeting 1 day X 9 month. 2. Common professional development period once a week that allows for Inquiry Teams to meet 4 X 9 per month X 9 months.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
1. All 9th grade teachers will be observed by their peers informally a minimum of three times per year. They will engage in mid-year and end-of-year self-reflection and assessments. By February all 9 th grade teachers will have completed at least two peer observations.										
2. Every other month, beginning in September 2015 and ending in June 2016										
3. Beginning in October 2015 and ending in June 2016, assistant principals will hold a weekly cohort meeting with all 9th grade teachers.										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in standardized assessment classes across high school grades will improve their academic and social/emotional skills as evidenced by a 5% increase in the number of students transitioning to a less restrictive environment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A minimum of 3 professional developments on CDOS.</p>	<p>Clinical Staff, Pedagogical Staff</p>	<p>Sep. 2015- June 2016</p>	<p>School Based Coach, Administration</p>
<p>All 12th grade Inquiry Teams will evaluate students’ progress towards their Vocational 1 Assessment, a minimum of three</p>	<p>Clinical Staff, Pedagogical Staff</p>	<p>Sep. 2015- June 2016</p>	<p>School Based Coach, Administration</p>

times using a prescribed protocol for looking at student work utilized in the school during the 15-16 school year.			
All staff will receive professional development on crafting transition goals in the IEP, which are aligned to the Vocational 1 Assessment.	Clinical Staff, Pedagogical Staff	Sep. 2015- June 2016	School Based Coach, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Common professional development period for counselors once a week to hold PD 1 day X 9 months. 2. Administrative meeting once a month that allows for review of transition plan 1 X per month X 9 months.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Counselors will participate in professional development once a week from October 2015 and ending in June 2016.
2. Beginning in October 2015 and ending in June 2016, principal, and assistant principals will conduct reviews of graduates transition plans. Administrators will complete at least three observations before February.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The school has focused its instructional practice on utilizing textual evidence to support argumentation. As suggested in the Quality Review the school will improve its utilization of student assessment. As part of the continued implementation of Advance the school will engage in short, frequent cycles of classroom observation, collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be improved teaching practices in effective and interactive teaching instruction as evidenced by increased student engagement and measured by low-inference observation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers will participate in a minimum of one weekly school wide professional development. The professional development will focus on utilizing the CCLS to encourage question and discussion, cross curricular vocabulary, and reviewing student work to assess instruction.</p>	<p>Pedagogical Staff</p>	<p>Sep. 2015- June 2016</p>	<p>District Coach, School Based Coach, Administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Common professional development period once a week to hold PD 1 day X 9 months. 2. Common professional development period once a week that allows for Inquiry Teams to meet 4 X per month X 9 months.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. All staff will participate in professional development once a week from September 2015 and ending in June 2016.
2. Every week, beginning in September 2015 and ending in June 2016.
3. Beginning in October 2015 and ending in April 2016, principal, and assistant principals will conduct informal and formal observation. Administrators will complete at least three observations before February.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In an effort to support students and their families Manhattan High School has crafted a special program to support first time high school students. The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. By looking at the data, the school established a baseline average reading level for student enrolled in the 9th grade as 5.0. The reading level of these students falls well below grade level and indicates a continued need for intervention.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase in student promotions to the 10th grade, as evidenced by a 5% increase in appropriate credits earned.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All teachers will create six Common Core aligned units.	Pedagogical Staff	Sep. 2015- June 2016	District Coach, School Based Coach, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. District coaches will work with classroom teachers on crafting lesson plans aligned to the Common Core.											
2. School Based Coach will provide weekly school wide professional development.											
3. Assistant Principal will hold weekly cohort meeting with all 9th grade teachers.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. All staff will participate in professional development once a week from September 2015 and ending in June 2016.
2. Beginning in October 2015 and ending in April 2016, principal, and assistant principals will conduct informal and formal observation. By February the administration will complete at least three observations per classroom teacher.
3. Beginning in October 2015 and ending in June 2016 all teachers will participate in weekly common planning periods.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students that are functioning on a third grade reading level as assessed by Scantron and teacher observation are eligible for Wilson Reading. Students that are reading at least two years below their grade level are eligible for AIS.	Wilson Reading Program teaches students fluent decoding and encoding skills to the level of mastery. It also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.	Small group, One-to-One, and Tutoring	Extended day school, After School and Literacy Lab
Mathematics	Students that are functioning at least two years below grade level in math are eligible for AIS, as assessed by Scantron and teacher observation.	<p>Short format practice of math terms and concepts to help build mathematics literacy</p> <p>§ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain algebraic concepts</p> <p>§ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain geometric concepts</p>	Small group, One-to-One, and Tutoring	Extended day school, After School

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

		<p>concerns are recommended for before and after school for additional tutoring in Science, especially their weak areas.</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p>		
<p>Social Studies</p>	<p>Students that are functioning at least two years below grade level in reading are eligible for AIS, as assessed by Scantron and teacher observation.</p>	<p>The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school.</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Social Studies, especially their weak areas.</p> <p>§ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY</p>	<p>Small group, One-to-One, and Tutoring</p>	<p>Extended day school, After School</p>

		<p>State’s Social Studies academic content standards</p> <p>§ Internet and cable tv channels, with shows on historical events and persons— often with observations and explanations by noted historians well as reenactments and interviews with witnesses.</p> <p>§ Strategies for organization, building independence and ways to scaffold and support students will be shared. A step by step guide for successful project ideas and implementation will be completed by students.</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students that are mandated for extra clinical support on their IEPs.</p>	<p>1. During school-Speak to students regarding number of credits they have and what is needed to graduate. Go over RCT and Regents tests which they have passed and what is needed to graduate. Devise strategies for passing classes and tests. Deal with falling and fear of test taking, promote</p>	<p>Small group, One-to-One</p>	<p>All services provided in school during schools hours.</p>

		<p>self-esteem and quell anxieties. Focus students on career goals and how to meet them.</p> <p>2. During school moderate group sessions where students express academic and emotional issues presenting them from succeeding in school and plan strategies for succeeding. Discuss goals after high school including vocation and higher levels of education.</p> <p>3. Refer students to CIDNY and VESID for vocational training, support and job placement.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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 activities and strategies for high quality professional development for teachers, principals, 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Ms. Barnett	Assistant Principal Ms. Bacal
Coach Ms. Baller	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Iaquinta	School Counselor Ms. Vasquez
Teacher/Subject Area Mr. Ottey/ English	Parent Mr. Wayne Stuart
Teacher/Subject Area Mr. Torres/Math	Parent Coordinator Mr. Brockett
Related-Service Provider Ms. Langot/ Speech	Borough Field Support Center Staff Member type
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	266	Total number of ELLs	18	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	18	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	18
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL			5			3			10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1							11	4			0
Chinese						1								0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)									1	6				0
Emerging (Low Intermediate)			1							2				0
Transitioning (High Intermediate)														0
Expanding (Advanced)										6	1		1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1		0	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1		0	
Geography				
US History and Government	2		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics	3		0	
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
To assess the early literacy of our ELLs skills, our school uses Scantron Periodic Assessment which is administered at least four to five times a year. The data provides insights about each student's level of literacy English. For example, the spelling inventory can be analysed to assess students word knowledge and to plan word study and reading instruction. Not only do students spelling errors indicate their spelling ability, the spelling of assessments also reveals what students know about the structure of words, as well as knowledge that they use when they read as well as spell. Word study instruction in phonics, vocabulary as well as spelling is based mostly on what is learned in these inventories. Also, teacher-made tools such as rubrics, students performance through their different outputs. Standandrd assessment test scores such as the New York State Regents are taken at least twice a year. The Wilson Reading program is used for ELLs with lower functioning levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSESLAT assessment data for the 2015 school year revealed where our students stand as far as proficiency and where it is that they need the most help. Across the grade levels, the reading and writing modalities pose the greatest challenges to our students. One noticeable pattern is that students scored higher on Speaking and Listening than on Writing and Reading. Our conclusion to those result is mostly explained by the fact that our students have been in the US longer and thus have acquired BICS allowing them to better perform on those modalities. This observation than raises the question of whether or not the NYSESLAT exam being the only measure that determines the status of our ELLs is truly a valid measure for our students with learning disabilities/needs. When our ELLs test out NYSESLAT with "commanding" level in other word proficient and as per New CR Part 154 former ELLs must receive 90 minutes a week of integrated ENL for two years after testing out. This means that our ESL teacher, Ms. laquinta must continue to work with the students who have scored commanding/proficient on the NYSESLAT. Also, Ms. laquinta and our P35M teachers will have to work together in order to make sure that our ELLs students receive appropriate help and support in order to perform better the following year in the NYSESLAT and most specifically in the Reading and Writing modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

P35M uses Title III AMAO estimator in order to make data driven decisions. Data yielded can be used to focus on the progress towards achievement of proficiency for specific subgroups of ELLs. The Amao tools alerts our school about students who exhibit risks factors and allows our teachers across subject area to tailor more timely and targeted interventions for those students who are at risks before reaching a more critical level. In other words, we use the AMAO Self-Evaluation Plan to assist in our evaluations.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

Our school does not offer periodic assessments other than teacher-made assessments which are then used as an informative tool to help teachers understand the progress our ELL students make in order to thoughtfully plan units throughout the year. The home language is only used to communicate with the students or their parents/guardians.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

P35M provides students for grades K-5 with opportunities of intervention and individualized instructions in order to meet their specific needs. All students at P35M have an IEP, Individualized Education Program through which specialized academic goals are developed. Also, using RTI methodologies, P35M uses Problem-solving and Instructional model as prevention and early intervention. Our ESL teacher, Ms. laquinta can decide if she wants or should use the Three-Tiered model and whether it be Tier I, Core of Intervention, Tier II, Double Dose of Intervention or Tier III, Intensive Intervention when looking at a student's IEP as well as their work in the classroom. The Response to Intervention (RTI) frameworks allows our ESL teacher, Ms. laquinta to determine a comprehensive identification of ELLs at risk for reading difficulties, as well as monitoring progress in reading over time using multiple indicators which then translates into better focus on the quality of classroom instruction. Ultimately P35M goal is that all K-5 students move to the least restrictive environment appropriate for them.

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

Our teachers are very well aware of the needs of our ELLs and they prepare their lessons accordingly. Should a student need translation, the teacher will do its best to make sure it is provided during the instructional lesson. Also, it is P35M priority that content area material be accessible and comprehensible for all ELLs. Classroom and cluster teachers work daily with our ESL teacher, Ms. laquinta to ensure that all lessons and activities are properly differentiated for ELLs and foster their second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Currently, P35M 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).

The success of our ESL program at P35M is assessed in a number of ways. The gradual triumph of our ELLs on NYSESLAT each year is a direct indication of their academic success as measure by an appropriate assessment. Also, their accomplishments in their core content area classes. Positive feedbacks from parents, teachers, related services providers and paraprofessionals reflect the success and effectiveness of our program.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At P35M, ELLs who are new to New York City Public Schools are identified through the administration of the Home Language Identification Survey (HLIS) upon intake at the Committee on Special Education (CSE) level. When necessary, translators are provided to conduct the initial interview and the HLIS is provided in the student's native language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore the

home language is determined based on a combination of the interviews with the parent and student, and responses to the questions (regardless of number of responses of one language or another). Also, over the phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. A licensed pedagogue must complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the student's home language is English, the ELL Identification Process terminates at this step. If the student's home language is not English, the ELL Identification Process continues in order to determine NYSITELL Eligibility. Our LPT (Language Proficiency Team) which is comprised of a school administrator, a certified teacher or related service provider with bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title, the student's parent or guardian will determine whether the student should take the NYSITELL as well as a more in depth interview with the student, reviewing of his/her work as well as reviewing the Individualized Education Program will also determine whether the student should take the NYSITELL. Students eligible to take the NYSITELL will do so within 10 school days of enrollment. Also, within 5 school days of ELL determination, P35M will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language of communication. New entry students whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results will be administered the Spanish LAB at the time of initial enrollment during the same 20 days testing window. The Spanish LAB results are used to support schools in instructional planning in providing Bilingual and English as a new language.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE Identification Process is as follow:
 - 1) Administer the Oral Interview Questionnaire.
 - 2) For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)
 Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT. For further information on SIFE, go to <http://intranet.nycboe.net/SpecialPopulations/ELL/Resources/SIFE.htm>
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering school with IEP's must be based on determination of the Language Proficiency Team (LPT). The LPT determines eligibility for students entering school with IEP's through examining the student's history of language use in the school and home or community, the results of an individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6) which includes assessments administered in the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. P35M's LPT team is Ms. laquinta (ENL Teacher), Ms. Baccal (School Assistant Principal), Mr. Brockett (Parent Coordinator), Ms. Langot (Speech Teacher), Ms. Brooke Boutilier or Ms. Victoria (School Psychologists) and the parent of the child.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
In District 75, this process is done by the CSE
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
In District 75, this process is done by the CSE
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
P35M only offers ENL program and students after NYSITELL is scanned and score is determined, students are placed with our certified teacher, Ms. laquinta and start their ENL classes according to CR Part 154.2 rules and regulations.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
In District 75, this process is done by CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
IN District 75, this process is done by CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.

In District 75, this process is done by the CSE.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documents are placed in binders and kept with Ms. laquinta and our school administrators who can refer to them when needed.
11. 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.
All our ELLs in grades K to 12 are administered the NYSESLAT in the Spring, from mid April to mid May of each year. NYSESLAT consists of 4 sections, Speaking, Listening, Reading and Writing. All four sections must be administered in order to generate a valid score and proficiency level/result. The first several weeks are administration of the Speaking section only. The last two weeks are devoted to the other 3 sections as well as those students who were not administered the Speaking section. Ms. laquinta administers the NYSESLAT with the help of other pedagogue when needed and a para-professional as well. Ms. laquinta is using the computer room during NYSESLAT period and all materials are locked up when not in use. Also, students have access to computers for the listening section. Students works are in alphabetical order and put away in folders in order to stay as organized as possible.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
In District 75, this process is done by the CSE.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
P35M only offers ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Freestanding ENL programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among students. As per CR Part 154, there are two types of ENL:
 - 1) Stand-alone ENL which is instruction to develop English Language skills so that students can succeed in core content courses. A student may not receive stand-alone ENL in lieu of core content area instruction.
 - 2) Integrated ENL model which is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English Language Arts, Math, Science or Social Studies). both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after existing ELL status must receive a minimum number of units of integrated ENL. Students are grouped according to their proficiencies in the NYSESLAT test results.
 - b. TBE program. *If applicable.*
P35M does not have a TBE program.
 - c. DL program. *If applicable.*
P35M does not have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
NCLB requires that local programs for ELL's comply with State mandates regarding content, frequency and direction of ENL language services. The regulations underscore that the goal of ENL is to ensure that ELL's become proficient in listening, reading and writing in English. New York State regulations (C.R part 154) require that assessment and instruction of ELL's be aligned with

the New York State learning Standards in ENL. According to C.R. Part 154, students in grades K through 8 at the Beginning/Entering and low Intermediate/emerging proficiency levels, students must receive 360 minutes a week of explicit ENL instruction. At the Intermediate/transitioning and advanced/expanding proficiency levels, students must receive 180 a week of explicit ENL instructions. At the proficient/commanding level, students must receive 90 minutes of explicit ENL instruction. At the high school level, students at the Beginner/Entering level, students must receive 540 minutes a week of ENL instruction. Students at the low intermediate/emerging level, students must receive 360 minutes of ENL instruction a week level. Students at the intermediate/transitioning and advanced/expanding level must receive 180 minutes of ENL instruction a week. Students at the proficient/commanding level must receive 90 minutes of ENL instruction a week. At P35M our ELL's are mostly in our main building and receive the maximum number of units of ENL instruction possible. Because there is no self-contained bilingual program at P35M, students do not receive Native Language Arts (NLA). In addition to ENL, all students, regardless of English proficiency, receive English Language Arts from a classroom teacher and a literacy cluster teacher. Advanced proficiency students receive a minimum of 180 minutes of ELA each week.

3. Describe how core content is delivered in each program model. 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.

To ensure that students meet the standards and pass the required State and local assessments, our ENL teacher, Ms. laquinta

follows the Comon Core Learning Standards, the New York State ENL Standards and incorporate ENL strategies such as the Cognitive Academic Language learning Approach (CALLA, Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers, Portfolios, plus multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. The use of technology, including SmartBoards, iPads, digital cameras and computers is incorporated to give students additional instructional support. ENL materials are infused throughout all aspects of instruction. The school and classroom libraries include a variety of books of all levels that reflects the backgrounds, needs and strenghs of our ELLs. We also have books in our ELLs native language should they require to read them. Instructions in the ENL program is delivered in English with the support of an alternate placement paraprofessional for those students who are mandated for bilingual eductaion per their IEP. At P35M all students in 8:1:1 classes and 6:1:1 receive content area instruction within the classroom through a variety of approaches such as small group, individual and community based instruction. All classroom instruction is delivered in English and all ELLs participate in the school activities with the added support of of Integrated and Stand-alone ENL services. Staff members collaborate along with ENL teachers and relate service providers to adapt the general education curriculum to meet the needs of the students and assist them in achieving proficiency on State mandated assessments.

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

P35M does not currently evaluate ELL students in their native languages.

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

P35M Ells are appropriately evaluated in all four modalities of English acquisition through sel-made tests that close to the NYSESLAT modalities. Their work is also closely monitored with their core content teachers.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Presently P35M has no students with interrupted formal education (SIFE). In the event that a sife were to enroll at P35M, our staff would differentiate instruction to assist in developing his/her language. Our staff would work to develop initial literacy and communication skills in the student's native language. The learning would be done in a nurturing environment in order to facilitate language production. The student would receive support from our ENL teacher and an alternate placement paraprofessional who speaks his/her native language and English. Different strategies would be use to enhance the learning process such as Total Physical Response (TPR), the Natural Approach and small group instruction.

Newcomers admitted to P35M work with aour teachers to develop literacy and communication skills in both English and the student's native language. Students are encouraged to participate in our regular after-school program (PMSchool@P35M) Various strategies are used to facilitate language acquisition such as Collaborative Learning Approach, Total Physical Response, The Natural Approach, the Language Experience Approach, small group instruction as well as one-on-one tutoring as needed.

Our developing students who have received ENL services for four to six years, a few strategies are used such as Total Physical response, Natural Approach, continuous small group instructions and Collaborative Learning Approach. Additionally, these students are invited to participate in our PM school program at PMSchool@P35M.

Our long term ELL's at P35M are supported by several instructional interventions such as the usage of technology into the curriculum as well as the integration of creativity through literacy programs. Additionally, our long term ELL's receive continuous support through small group instruction.

Only two students at P35M have received a proficient score on NYSESLAT and are considered former ELL's. They still continue to receive support through small-group instruction which are available to them for two years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian and student), the Principal must review the RE-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian and the student. If the principal, based on the recommendation of qualified personnel and consultation with the paren/guardian believes that the student may have been adversely affected by the determinatio, the principal must provide additional support services to the student as defined in CR Part 154-2.3 (j) and may reverse the determination withing this same 6-12 months period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian and student in the parent's preferred language within 10 school calendar days.

8. 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 instruction, including ENL is differentiated based on students' abilities and IEP goals. Methods for differentiation include small-group instruction, one-on-one intruction, pair-work, hands-on activities. Use of technology such as Ipad, SmartBoards, digital cameras are integrated throughout the curriculum to ensure that content material is accessible and appropriately modified for all students in order to provide an accelerated English language development and learning. The usage of multimedia technology to incorporate pictures or video into the lesson, our teachers are able to provide our ELL students with the necessary contextual cues to understand new concepts. Also, the use of "Document Camera" in the classroom brings a major advantage which is the ease with which almost anything can be quickly displayed for a large or small group.

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

At P35M, it is our goal to help all students progress in their development and move on to a less restrictive environment, if and when it is appropriate. To achieve this goal, classroom teachers, cluster teachers, ENL teacher, related services providers and paraprofessionals collaborate daily to create lessons that are differentiated and scaffolded to meet the needs of every student. ENL teachers push-in to self contained classes and collaboratively teach with classroom and cluster teachers, adding their own expertise in addressing our ELLs' needs through the use of team/co-teaching. This collaborative teaching approach allows for flexibility to adapt curricula to meet the specific needs of each student. It also provides a certain level of flexibility in scheduling as the students are able to receive mandated services and supports they need preparing them for progression.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

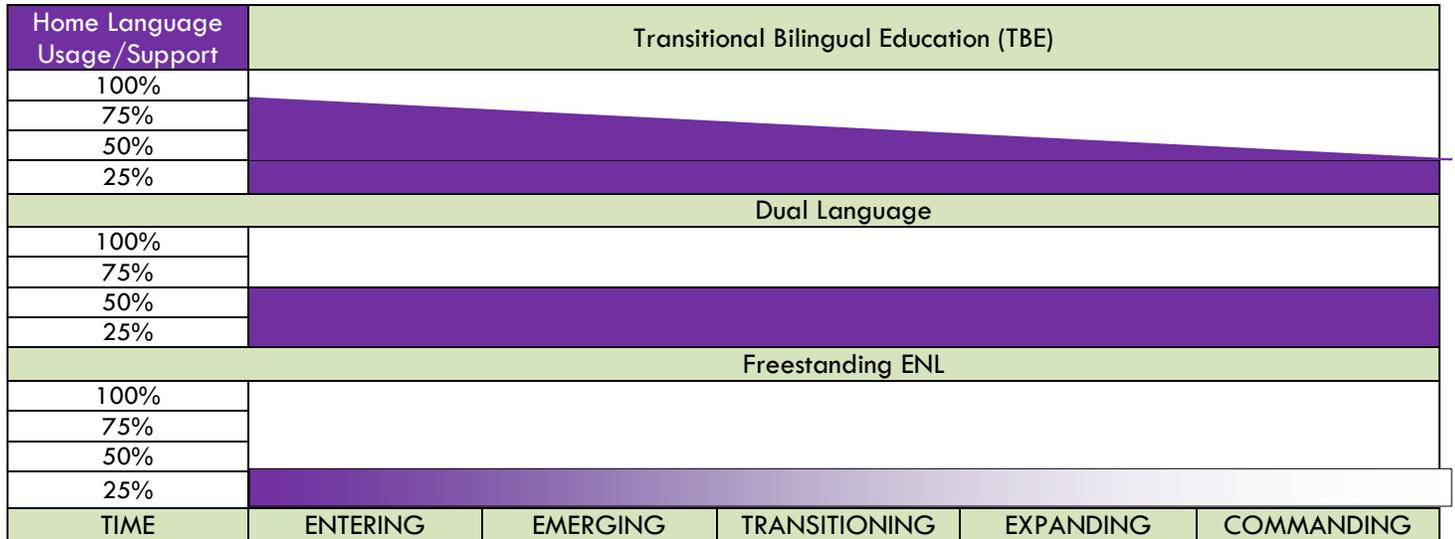


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. It is extremely important that content area material be accessible and comprehensible for all ELLs. Classroom and cluster teachers collaborate with our ENL teacher to ensure that all lessons and activities are properly differentiated for ELLs. Intervention strategies are used to support all ELLs, from newcomers to long term students. Among the intervention strategies used to support ELA instruction is the Cognitive Academic Language Learning Approach (CALLA), a content based ENL instruction model. Additionally, ELLs receive support in content areas such as Science and Social Studies, through small group instruction, hands on learning and one on one instruction. To support ELLs math achievement, the math teachers work closely with our ENL teacher in order to meet our ELLs needs. All instruction is delivered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL program at P35M has shown to be effective in the academic and language development of our ELLs. They have shown progress based on weekly teacher-made tests as well as students Portfolios.
12. What new programs or improvements will be considered for the upcoming school year?
Through the Capital-Funds Grant via the Manhattan Borough Office, our school received funds to upgrade our technology program and computer lab. New computer programs and softwares will give our students the opportunity to improve their technological proficiency. All ELLs are not only invited but highly encouraged to take part in all activities within the technology program.
13. What programs/services for ELLs will be discontinued and why?
No programs are being discontinued from the previous year as they have been proven to be beneficial for our P35M ELLs students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
P35m ELLs are not discriminated against because English is not their first language. P35M makes sure that all students are treated equally in the building whether socially and academically. Our ELLs are taking ELA and other core content areas just like any other non ELLs. Ms. laquinta works closely and in collaboration with the content area teachers in order to meet the needs of our ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our ELLs receive support through various instructional materials. Our classrooms are stocked with leveled books and P35M also has a library which is used by most students and includes books in English, ELLs' native languages and bilingual dictionaries. Also are used teacher-made materials as well as manipulatives, computer software and graphic organizers. All self-contained classrooms have SmartBoards which enhance lessons and make content area subjects more engaging. All classrooms are equipped with a laptop cart used by students and which assists with instructional practices.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Currently there is no TBE or Dual Language program at P35M. All instruction in the ENL program is delivered in English however, for those students mandated for bilingual instruction, an alternate placement paraprofessional who speaks the child's native language and English provides native language support as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
P35M provides age appropriate materials for all our ELLs students which can be found throughout all classrooms as well as related service offices, computer labs and recreational areas/ Students at the elementary level receive instruction and required services that correspond to appropriate grade level State standards and individual students' needs. Additionally, students at the secondary level receive instruction and required services that correspond to appropriate grade level State standards and individual students' needs. When necessary, materials and instruction are adapted to meet the needs of the students and to ensure that all instructional materials are fully accessible for all students. Instruction that students receive are aligned with State standards as well as Common Core learning standards.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All newly enrolled students, along with their parents or guardians are given a tour of our school's program. It will familiarize them with the culture and expectations of our school as well as the resources available to them. The parent coordinator or an administrator on site gives the tour. Should a translator be needed, one will be provided by the school. Additionally, parents of newly enrolled students are invited to attend a parent informational meeting at the beginning of each school year. Translators are provided if needed. Our school parent coordinator and family-worker collaborate closely with families of newly enrolled students as well as throughout the year to ensure a smooth transition for both the students and their families.
19. What language electives are offered to ELLs?
Spanish is offered as an elective at P35M.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

P35M does not have a dual Language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
P35M holds weekly workshops on Wednesdays from 1:30 until 2:50. Staff are often divided into cohorts and content area team groups. Staff in attendance will include the ENL teacher, classroom teachers, cluster teachers, guidance counselors, psychologists, speech therapist, and our administrators. Our ENL teacher will attend professional development instructional workshops throughout the school year and turnkey the information and resources gathered to other staff members at P35M who work with ELLs. The school assigned District coach will provide support through mentoring teachers in designing and developing standards-based lessons and assessments as well as engaging students in the CCLS.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers at P35M attend a variety of workshops of all areas of the common core as well as Professional Development offered by District 75 on a regular basis in order to keep up with the requirements as per CR Part 154. 2.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our elementary and middle school students are at Bellevue Hospital school and get the support they need from hospital staff members who are trained to help them. Teachers are on site to meet the needs of those students and our ELL teacher makes sure their requirements as per CR Part 154.1-2 are met.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Every Wednesdays P35M has in house Professional Development workshops from 1:30PM until 2:50 PM. A variety of topics are offered during those workshops addressing issues within Cohorts such as how to support struggling students and what is our school plan to support them, also addressing cohort specific issues. Content teams meetings are also offered as well as Interest-Based inquiry such as curriculum design questions, iPads/SmartBoard usage in the classroom, the effects of childhood trauma, building community partnerships. Once a month our school offers a workshop which topic only revolves around ELLs needs as well as ELLs State regulations. Attendance is mandatory for all staff. It is very important for P35M to make sure all staff members are aware of the Policies New York State as well as New York City involving ELLs. Our once a month workshop is given either by our ELL teacher with our school coach or an outside staff members sent by the district office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Incoming ELLs' parents are invited/mandated to attend the Language Proficiency Team meeting (LPT) to discuss the eligibility of the child's english language development. Alos, informal meetings throughout the year can be schedules for ELL's parents in order to inform them of the progress and/or changes recommended for the child as well as discussing NYSESLAT results for the incoming school year. All meetings with ELLs' parents/guardian not only include our ENL teacher but content are teachers as well. Should translation be needed, the school will provide a translator during the course of the entire meeting. A log is kept at the school with our ENL teacher of all meetings taking place during the school year as well as a record of all phone calls made home to inform and invite our ELL's parents to our school. Additionally letters are sent home via our school secretary with return receipt.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our parent coordinator with our ELL teacher invite our ELLs parents/guardian to come and tour our school in their native language with the help of a in-house translator. A small breakfast is then offered to the families with a Q&A at the end. School parties with parents are also a good way to include our ELLs'family members. also, workshops are offered to parents in their native languages as well as parents trainings. Informative literature is given to parents in their native languages. In school translation services are available in Chinese and Spanish. If the parents speak a language other than our in school translation team speaks, a Language Identification Guide chart will be shown to the parents so that we can identify which language they speak and need help with. Then a Translation unit is called.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
P35M works closely with Access-VR which is an organization which helps assist our students with IEP's achieve and maintain employment and support independent living. Also P35M is greatly involved with VESID which is the office of vocational and educational services for individuals with disabilities and helps them being independent through employment. Should translation be needed during the process of signing up our ELLs to these diverse programs.our school will provide translation through the DOE Translation Unit or in-school staff will escort the students to the agencie and help with translation.
5. How do you evaluate the needs of the parents?
Through our school survey at the intake level as well as meetings throughout the school year. P35M keeps an open door policy and communication is key to the philosophy of our school.
6. How do your parental involvement activities address the needs of the parents?
ELLs' parents might feel a bit confused at first but through constant communication it is clear that they feel at ease after a while and gain confidence about their child's education in our school. Also, we offer our parents of ELLs training through NYSABE as well as District 75 Parent conferences. Should translation be needed, it will be provided. Additionally, related service providers and teachers will conduct parent workshops in order to provide parents with the necessary tools and information to support their students academic success and to improve the home-school connection. Interpreters will be available for all face-to-face meetings. Our parent coordinator communicates with our ELLs parents through surveys and conducts quarterly workshops to inform them of the needs of the students as well as important dates ahead.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Barnett	Principal		10/30/15
Ms. Bacal	Assistant Principal		10/30/15
Mr. Brockett	Parent Coordinator		10/30/15
Ms. Iaquina	ENL/Bilingual Teacher		10/30/15
Mr. Wayne Stuart	Parent		10/30/15
Mr. Ottey/ ELA	Teacher/Subject Area		10/30/15
Mr. Torres/ Math	Teacher/Subject Area		10/30/15
Ms. Baller	Coach		10/30/15
	Coach		1/1/01
Ms. Vasquez	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Ms. langot	Other <u>Speech</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75M035** School Name: **P35M**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Notices are posted at the front door of our main office describing the translation services we provide. Also, Home Language Identification survey and ATS reports are used to find out the home language of all our ELL's in our school. Parents indicate on our emergency contact blue cards their preferred language when contacting them at home. From the ATS reports and survey information, we are able to learn with certainty when translation and interpretation needs are required. Bilingual staff assist in translation and interpretation of needs and all translated documents are generated from NYS-DOE translation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our school parents preferred languages for both written and oral communication is mostly Spanish and Chinese. Our findings come from the result of our translation and oral interpretation during students intake. Some of our designated staff members who speak the language of the parents provide interpretation. Additionally, translation services are also available through the DOE Translation and Interpretation Unit.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

During the first week of school and when each new student registers, documents such as Parent workshop flyers, PTA notices, IEP meeting notifications as well as Parent-Teacher notices, school wide events, after-school program information are either hand given to the parents/guardians or sent home via regular mail. The same documents are sent again home after the winter brake to remind parents/guardians of the information available to them. Should these documents need to be translated, our school will provide translation in the spoken language at home. When parents come to our school and translation is needed, Our in-house staff can provide translations. If more translation help is needed, our school will use the Translation services of the New York City Department of Education.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings our school typically has with parents throughout the school year include: Scheduled IEP meetings, parent-teacher conferences in the Fall and Spring as well as our teachers being available to meet with parents should they request a meeting at their convenience. Our guidance counselors , attendance teachers calls to parents in an informal way are supported by in-house staff and over the phone interpretation services for all DOE schools.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services are provided by in-house staff and by the DOE Translation and Interpretation Unit. As indicated in Part B, the types of documents that require translations are: Parent/Teacher Conference information, parents workshop flyers, PTA notices and school wide events.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Because most of our parents preferred language is Spanish, our school in-house translation team is available for interpretation services especially during parent/teacher conferences, IEP meetings as well as parent support groups.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of each school year, our parent coordinator explains verbally and hand out written step by step informational usage of translation services to our entire school staff. Also, our ENL teacher will meet with staff during teacher team meetings at the beginning of the school year in order to provide them with more in depth information regarding ENL services and how to use translation services and over the phone interpretation services should they need them.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A sign for translation and interpretation services in the appropriate languages has been posted near the main office entrance. Our staff who are bilingual provide translation when needed. The Parents' Guide to Language Access in DOE translated languages is available in our school main office. We also use the DOE over the phone interpretation services and a language identification guide is at the parents disposal at the security desk as well as main office so that non-English speaking parents may find their language and identify it and the main office will be contacted and a staff member identified for translation will be contacted.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are sent home in September and June. It allows our ELL's parents to rate the services they have received during the school year and to have input on our programs for our ENL students. The data allows our school to make changes in our program planning and services for our ELL's students if necessary.