

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

04M435

School Name:

MANHATTAN CENTER FOR SCIENCE AND MATHEMATICS

Principal:

JOSE DAVID JIMENEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Manhattan Center for Science and Mathematics School Number (DBN): 04M435
Grades Served: 9-12
School Address: 280 Pleasant Avenue, New York, NY 10029
Phone Number: 212-876-4639 Fax: 212-348-1167
School Contact Person: Michael Salek Email Address: Msalek@schools.nyc.gov
Principal: Jose David Jimenez
UFT Chapter Leader: David Musialik
Parents' Association President: Marjorie Legene
SLT Chairperson: Michael Salek
Title I Parent Representative (or Parent Advisory Council Chairperson): Glafira Perales
Student Representative(s): Kamil Midura
Joyce Boadu

District Information

District: 04 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, Brooklyn, NY 11201
Superintendent's Email Address: Dconyer@schools.nyc.gov
Phone Number: 718-923-5124 Fax: 718-923-5154

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th Floor, New York New York 10001
Director's Email Address: Ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
J. David Jimenez	*Principal or Designee	
David Musialik	*UFT Chapter Leader or Designee	
Marjorie Legene	*PA/PTA President or Designated Co-President	
Tammy Wynn	DC 37 Representative (staff), if applicable	
Glafira Perales	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kamil Midura	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joyce Boadu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Salek	Member/Administration Chairperson	
Dylan Tramm	Member/Teacher Secretary	
Wilma Almestica	Member/Teacher	
Patricia Mangroo	Member/Parent	
Maria Cabaral	Member/ Parent	
Virginia Burgos	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lanell Russell	Member/ Parent	
	Member/ Parent	
	Member/Parent	
	Member/ Parent	
	Member/ Parent	
	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.

Our school community is founded upon the pillars of academic achievement, community, service, and individual growth through empowerment. Our school mission is to provide students with a rigorous and intensive curriculum in science and mathematics. This background, coupled with a broad base of liberal arts, will enable our students to compete for admission to selective 4 year post secondary institutions.

Manhattan Center for Science and Mathematics serves 1589 students, of which 51.2% are male and 48.8% are female. Ethnically, Manhattan Center for Science and Mathematics students are represented as follows: 53.5% Hispanic, Black/African America 21.1%, Asian (all) 19.9%, White 4.3%, and Other 1.1. Our English Language Learner (ELL) student body comprises 4.2%; while students with disabilities constitute 5.6% of the school populace. Within the school 71.2% of students are eligible for free-reduced lunch (Title 1). Manhattan Center for Science and Mathematics celebrates a four year graduation rate sustaining 90% or greater for the past five years, with an eight-year average college acceptance rate of 97%. The four year average for the same time period is 81.2%.

The student populations on which we have focused are the students with disabilities and ELL students because these students face the greatest challenges in achievement as measured through credit accrual and passing required exams, which has its greatest impact as evidenced in the graduation rate and college acceptance rate. Our grade 9 students in particular have been a focus in the area of English Writing.

Rigorous instruction is evidenced by the academic achievement of our students as noted in the school mission, graduation rates, and college acceptance rates. Moreover, our students are accepted by the nation's more competitive universities. Students accruing more than ten credits per year is consistently greater than ninety percent. More than fifty percent of Manhattan Center for Science and Mathematics students are enrolled in Advanced Placement courses. A special initiative in grade 9 English provides every student with a year-long writing intensive course in which class sizes do not exceed seventeen. This program is partnered with the Pen Writers Foundation, in which professional writers work with students on the school newspaper. The Advanced Science Research program, in coordination with SUNY Albany provides students with authentic scientific research over a three year program, in which students work with college professors as mentors conducting their own research.

Manhattan Center for Science and Mathematics provides a strong supportive environment for students and their families through our student service initiatives, which are categorized into Special Academic Programs, Partnerships, In-School Services, Clubs, and Enrichment affiliations. Special Academic programs include those programs which may offer credit through in school programs such as Advanced Science Research, or through partnering community based organizations such as Columbia University Double Discovery, Upward Bound with John Jay College and St. Johns College, or College Now courses taken at CUNY– Hunter, Lehman, or City College. We maintain partnerships with community based organizations servicing our students. The following organizations recruit from our student body annually: Columbia Double Discovery, SEO Scholars, NBC Scholars, Children's Aid Society Hope Leadership, and Teen Harbor. These programs provide SAT tutoring, academic programs, as well as college guidance. In school services from The Harlem Center for Education and Union Settlement provide college counseling services two days per week in the college office. In school services also include SAPIs, RAPP, and the Mount Sinai Medical Center which provide additional supports in the social-emotional and medical needs of students. Manhattan Center for Science and Mathematics boasts greater than thirty clubs for students which are provided by faculty on a voluntary basis. External affiliations are

provided to students through their guidance counselors. Manhattan Center for Science and Mathematics provides over forty programs to which students may apply for summer or weekend enrichment.

Teacher Collaboration is evidenced by the voluntary participation in running a multitude of clubs and organizations. Moreover, teachers participate in open cabinet meetings determining school procedures and policy. Teacher lead initiatives have developed the school's professional development systems and program through the PD committee. Every Monday is dedicated to professional development, in which teachers share effective practices through teacher designed workshops. Teachers maintain reflections logs which are submitted to department supervisors. The Bilingual Teacher team meets monthly to address student needs, instruction, support services, and parent engagement. This committee has committed helped students achieve an ELL graduation rate of 100% by June 2015. Teachers also work at the departmental level under the administration supervision analyzing student achievement and academic data to inform instruction in curricular design, unit planning, and lesson planning. School faculty annually collaborates with the Parent's association providing workshops in academic achievement, the college application process, and Financial Aid application processes. School-Family communications have played a vital role in building trust among parents, students, and teachers contributing to the continuous improvement in school-wide student achievement. School administration facilitates data systems, training, and pedagogical procedures which maintain continuous communication. Teachers and counselors maintain a thorough communications digital documentation system, as parents communicate with teachers through this system. Students view this communication through the data system used for grades. Students regularly monitor their grades, which has also contributed to improved performance.

Our areas of focus this year will be in Rigorous Instruction for grades 9 and 10, as well as Supportive Environment for our grade 11 and 12 Students with Disabilities.

04M435 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	1607	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	8	# Integrated Collaborative Teaching
				40
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	1	# Drama
				N/A
# Foreign Language	88	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	72.3%	% Attendance Rate		92.2%
% Free Lunch	74.4%	% Reduced Lunch		8.8%
% Limited English Proficient	4.0%	% Students with Disabilities		6.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		19.4%
% Hispanic or Latino	57.2%	% Asian or Native Hawaiian/Pacific Islander		19.4%
% White	2.9%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		6
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)		4.43
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	85.2%	Mathematics Performance at levels 3 & 4		92.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	95.7%	% of 2nd year students who earned 10+ credits		90.9%
% of 3rd year students who earned 10+ credits	86.5%	4 Year Graduation Rate		93.6%
6 Year Graduation Rate	93.9%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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.

Grade 9 has remained a focus for the past two years in establishing a Bridge program and writing intensive course with limited class size. Our needs assessment for this group is founded upon the NYCDOE High School Quality Snap Shot indicates our SAT average is 1499. Student performance on the October 2014 PSAT/NMSQT for Critical Reading for grade 10 mean score was 41.7 (percentile 39), as compared to the National Average 42.6 (percentile 39), while the grade 11 mean score was 44.2 (percentile 44) in comparison to the national mean 47.4 (percentile 45). While the PSAT/NMSQT Writing mean score for grade 10 was 38.6 (percentile 38), as compared to the national average of 41.2 (percentile 41); while the grade 11 means score is 40.7 (percentile 44), compared to the national mean score 47.4 (percentile 45). Manhattan Center for Science and Mathematics student PSAT Critical Reading and Writing sections standard deviations are reported as an average three points lower than the national average, indicating a closer score dispersion.

The June 2014 ELA Regents passing is 96.46%, with a mastery rate of 41.4%. Scholarship reports indicate that the English course passing rate for June 2014 is 90.68%, with a disaggregation of 92.98% for English core classes, and 94.99% including AP courses. This data indicates that while our students are passing classes and required Regents and Common Core exams at higher rates, in comparison to the national performance on PSAT and SAT our students need to improve their performance in Critical Reading and Writing on the PSAT and SAT. This will provide students with greater admissions access to more competitive colleges.

Our last Quality Review provided the following area for improvement:

“Skills such as note-taking, using notes from non-fiction oral-reading, and identifying the function of each paragraph were infused.... However, these skills were not consistently integrated throughout disciplines such as in social studies and science, hampering efforts to enhance college and career readiness skills for all students in all classrooms.” Within the construct of this CEP we seek to improve **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 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, grade 9 and grade 10 students will have completed a minimum of two uniform interdisciplinary written papers for English, Social Studies, Science and Mathematics as evidenced by project completion rates in teacher January and June grade books with a greater than 95% completion rate.

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) 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>Grade 9 English, Social Studies, Science, Mathematics teachers will collaborate in a committee to develop rubrics and uniform, grade specific writing assessments to be administered to students.</p>	<p>Grade 9 Students</p>	<p>September – October 2015</p>	<p>Administrators, committee teachers and teachers.</p>
<p>Grade 10 English, Social Studies, Science, and Mathematics teachers will collaborate in a committee to establish a grading rubric to be implemented by each department in developing uniform, grade specific writing assessments</p>	<p>Grade 10 Students</p>	<p>September – October 2015</p>	<p>Administrators, committee teachers and teachers.</p>
<p>Grade 9 English, Social Studies, Science, and Mathematics will administer a minimum of two written papers for each class to be co-grades by English and subject area teachers using committee grade specific created rubrics.</p>	<p>Grade 9</p>	<p>November 2015- June 2016</p>	<p>Administrators, committee teachers and teachers.</p>
<p>Grade 10 English, Social Studies, Science, and Mathematics teachers will administer a minimum of two written papers for each class using committee created grade specific rubrics.</p>	<p>Grade 10</p>	<p>November 2015- June 2016</p>	<p>Administrators, committee teachers and teachers.</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.

Administration will provide common planning period for committee members, teachers will coordinate their committee during professional development time. Tax Levy and Title I SWP funds will be used to fund this goal.

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

X	Tax Levy	X	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.

Initial and Final assessments will be conducted between January 2015 and June 2016 using teacher grade book data to determine a 95% completion rate has been achieved for both assessment periods. In February 2016, reviewed data from January will be used to determine progress towards meeting the annual goal.

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.

Students with Disabilities will be a second area of focus. Historically, our students with disabilities have been challenged in attaining a Regents diploma or higher. Students with Disabilities earning a local diploma or higher have followed the following trends: 2010-12%, 2011- 54%, 2012- 45%, 2013-56%, and 2014 - 63%. When compared to students with disabilities earning a Regents diploma or higher the trends are inconsistent: 2010 – 4%, 2011 – 36%, 2012 -30%, 2013 - 9%, 2014 38%. Attendance for students with disabilities according to ATS reports from 2010 – present indicate that attendance rates for students with disabilities for grades nine and ten are within approximately three percentage points of the general education peers. However, students with disabilities grades eleven and twelve attendance rates average 20% lower than general education peers. Students with disabilities historically have held lower attendance rates than their general education peers. Academic data from 2013 and 2014 report card analysis conclusively verifies that students who did not receive a Regents diploma fell short primarily in credit accrual and required exams due to low attendance rates. Conversely, for these students their students with disabilities peers who had good attendance rates are the students who earned a local, Regents, or Advanced Regents diploma.

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, our goal is to increase the Regents diploma graduation rate for students with disabilities to 50%.

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>Teachers will monitor attendance for grade 12 students with disabilities daily and report to counselors and administrators any students who exceed three cumulative absences, or two consecutive absences.</p>	<p>Grade 11 and 12</p>	<p>September 2015 - June 2016</p>	<p>Teachers</p>
<p>Students with disabilities who are absent for three cumulative or two consecutive absences will be referred to counselors and administrators will schedule guidance conferences for students and their parents.</p>	<p>Grade 11 and 12 students with disabilities</p>	<p>September 2015 - June 2016</p>	<p>Counselors and administrators</p>
<p>Students with disabilities who have held conferences with counselors and administrators and have continued absence patterns will be referred to the Attendance teacher who will make home visits, schedule conferences, and make additional referrals as necessary.</p>	<p>Grade 11 and 12 students with disabilities</p>	<p>September 2015 - June 2016</p>	<p>Attendance Teacher</p>
<p>Monthly Pupil Personnel Team and Attendance meetings will review grade 11 and sstudents with disabilities referrals from teachers, administrators, and the attendance teachers to devise individualized action plans for each student as required.</p>	<p>Grade 11 and 12 students with disabilities</p>	<p>September 2015 - June 2016</p>	<p>Pupil Personnel Team and Attendance committees</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.

Teachers will utilize prep time and parent outreach time on Tuesday afternoons to contact the families of students meeting outreach criteria. Counselors and administrators will schedule conferences coordinated with the referring teacher's schedule ensuring full support for the student. The attendance teacher will meet with students as needed. The Pupil Personnel Team and Attendance team will meet monthly, inviting referring teacher to meetings. This goal will be funded by Tax Levy and Title I funds.

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

X	Tax Levy	X	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.

Progress will be monitored by the monthly review referrals by administration, counselors, teachers, attendance teacher, and Pupil Personnel Team and Attendance teams. By February 2016, if fewer than 53% of all students have received referrals and if student scholarship is passing at the midpoint the goal will be considered to be on track towards completing the goal to increase the number of grade 12 Student with Disabilities earning a Regents diploma by June 2016.

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.

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.

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) <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		21st 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 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

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

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 parent leadership and engagement as a key lever for school improvement. 	<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.

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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.

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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.

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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.

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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 are individually identified based upon counselor teacher referral determined by teacher grade book course averages, homework, and exam scores when students are academically struggling on an individual needs basis.	Repeated readings of brief passages and having students produce interactive reaction papers that they must also revise.	Tutoring one to one in the Writing Center	One to One/Small Group: After School, Wednesday - Thursday
Mathematics	Students are individually identified based upon counselor teacher referral determined by teacher grade book course averages, homework, and exam scores when students are academically struggling on an individual needs basis.	Using online diagnostic and practice software coupled with highly differentiated learning tasks.	Block classes for Incoming 9 th graders in Algebra 1 and Geometry (score less than 80 on Algebra 1 Regents CTT Math in Algebra, Geometry and Algebra 2/Trig Students taking Trigonometry will also take Pre-Calculus concurrently providing additional supports	Daily
Science	Students are individually identified based upon counselor teacher referral determined by teacher grade book course	Using online diagnostic and practice software coupled with highly differentiated learning tasks.	• Tutoring, CTT Science in Living Environment, Physics, and Chemistry	Small group, one-to-one and tutoring sessions: During the school day and after school

	averages, homework, and exam scores when students are academically struggling on an individual needs basis.			
Social Studies	Students are individually identified based upon counselor teacher referral determined by teacher grade book course averages, homework, and exam scores when students are academically struggling on an individual needs basis.	DBQ practice and reaction papers.	Document Based Questions and Thematic Essay Writing	Small Group Instruction: During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are individually identified based upon counselor teacher referral determined by teacher grade book course averages, homework, and exam scores when students are academically struggling on an individual needs basis.	At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling for at risk students as needed	One to one session: During the school day.

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.			
X	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.
Professional development is data driven and teachers form and integral part of the professional development committee.
Teachers are provided in-house and off-campus professional development as their needs dictate.
Mentors are assigned to support struggling and un-qualified teachers.
Administrative staff will recruit excessed staff from schools through the Borough Field Support Center (BFSC) and attend hiring fairs to identify and recruit highly qualified teachers.

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).
Teachers attend national, state and local CCSS conferences.
Department inquiry teams continually align the curriculum to CCSS as student performance and anecdotal data suggests.
Teachers are continually observed using Danielson to provide them with feedback and help them with reflect on their practice. The staff and administration will continue to attend in Borough Field Support Center (BFSC) and district CCSS workshops.
Teachers design and implement their own weekly professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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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.).

N/A

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.

All teachers participate in departmental meetings in which student assessments are determined.

All teachers during department meeting decide on the assessment and professional development alignments.

A interdisciplinary representative school wide professional development committee meets to determine school wide professional development needs, establish professional development programs which convene weekly.

All teachers are invited to attend weekly cabinet meetings

All teachers are engaged in inquiry team work which analyzes student assessment data.

Teacher teams disaggregate the data based on student ethnicity, language proficiency, socio-economic status, and other at-risk factors. Our school will continue to offer workshops during Chancellor Professional Development days on best practices for understanding and utilizing student assessment data.

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	839,279.00	X	12,14,21,22
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,172,343.00	X	12,14,21,22

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Manhattan Center for Science and Mathematics]**, in compliance with the

Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Manhattan Center for Science and Mathematics]** 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: 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:

- 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[Manhattan Center for Science and Mathematics], 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;
- 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>MCSM</u>	DBN: <u>04M435</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>66</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>8</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Manhattan Center for Science and Mathematics is a college preparatory high school that began as a means of serving the needs of East Harlem community of which it is a part, and that has been fulfilling that mission since it first opened its doors in 1982. Most of the students in our ELL population speak Spanish as their first language; there are, however, some students whose first language is Chinese, Cantonese, Bengali, Russian, and African dialects.

Manhattan Center for Science and Math offers a full ninth grade Bilingual Spanish Transitional Program. In addition, we are currently running a Freestanding ESL program for all the grades. Our Living Environment and 2 ESL teachers are certified bilingual/ESL teachers providing the services to enhance or program. The ninth grade Bilingual Spanish Transitional Program consists of a Bilingual Living Environment course, Bilingual Global History 1 course and a Bilingual Math (algebra) course. There are 28 ninth grade ELLs plus 4 former ELLs being taught by the teachers that run this program. Some of the students are struggling in these classes, however, 3 teachers are offering extra-support sessions before, after school and on Saturdays. Teachers are also using resources like Spanish content textbooks, assessments in both languages, glossaries and dictionaries for these students. These students also receive one period of NLA services a day (215 min. a week) as well as ESL/English courses depending on their NYSESLAT scores. A student who scores in the Beginner level will receive three periods of ESL a day or 645 minutes a week. The intermediate level will receive 2 periods of ESL a day or 430 minutes a week. The advanced level will receive 1 period of ESL a day or 215 minutes a week, plus 1 period of English instruction a day or 215 minutes a week.

When students move to the 10th grade there is no longer a full TBE program, only Freestanding ESL; however, we have expanded our program this school year. In general, the 9th grade History teacher continues to teach the ELL students because global history is a two year course. However, we have expanded our instruction to Geometry in the 10th grade with our bilingual math teacher; and this year they are taking earth science with the science bilingual teacher. They continue to receive ESL services according to their NYSESLAT scores and they continue to receive NLA and/or English. By the 11th and 12th grades many of our ELL students have transitioned out of our programs but a few remain in our Freestanding ESL Program. We do, however, have a Spanish speaking U.S. History teacher on our team that helps with the 11th and 12th grade history instruction. In total we have 4 types of ESL classes: L1s for freshmen; L3s for sophomores, L5s for juniors, and L7s for seniors.

We have 12 teachers that are part of our ESL/Bilingual Team, which only 3 are certified. The science and ESL teachers will provide direct instruction for small groups of students for all of our ELL and former ELL students before and after-school, and Saturdays. The small group instructions will take place one to two days a week before or after school for one hour sessions beginning Nov 3 thru June 13, 2015. The teachers will provide instruction that supports our ELL students in content area subjects to increase their performance in the NYS Regents examinations. Teachers will also provide instruction that supports their native language and their proficiency in the English language. Students will experience an extensive NYSESLAT workshop to increase their performance in the NYSESLAT. Some of these activities will be additionally supported through supplemental resources such as workbooks, dictionaries and NYSESLAT leveled workbooks. In addition our Bilingual students will have access to resources translated in Spanish.

There will be an open door policy in Room 307 and 301 for any ELL student that needs services Monday thru Friday during first and ninth periods. Staff meetings during 0 period, and Parent Workshops will also take place here. Special workshops for our SIFE students will also take place here.

We offer extra-support sessions:

Part B: Direct Instruction Supplemental Program Information

Before School (7:32 a.m. - 8:15 a.m.): Test Preparation for Content Based Exams (Mrs. Delarosa)

After School (2:45 p.m. - 3:45 p.m.): Literary Instruction to build Reading, Writing, Listening and Speaking Skills with formative assessments. Plus NYSESLAT preparation. (Ms. Thomas and Mrs. Kraus)

Saturday Academy (10:00 a.m. - 12:00 p.m.): Regents Preparation Sessions (Mrs. Delarosa)

ELL performance is measured by the success of our students in the Regents examinations during the school years in the following subject areas:

- ELA, Science, Mathematics, Global History and United States History Regents

Part C: Professional Development

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

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

Begin description here: _____

Teachers and staff on Bilingual Team: Mrs. Chu, Ms. Gonzalez, Ms. Thomas, Mrs. Sanchez, Mr. Morales, Mr. Almanzar, Mrs. Kraus, Ms. Rivera, Mr. Tramm, Mr. Rivera, Mr. McCue, Mrs. Valle, Ms. Valentin, and Mrs. Delarosa. Title III teachers are Mrs. Delarosa, Ms. Thomas and Mrs. Kraus. Team leaders: Mrs. Delarosa (science assistant principal, certified bilingual science teacher and bilingual coordinator) and Ms. Gonzalez (bilingual coordinator in-training).

The team will be working together on understanding the NEW citywide instructional expectations, Danielson Framework competencies, Common Core standards, and ELL data to drive instruction. This school year our focus is integrating a more common and interdisciplinary curriculum, as suggested through our former Quality Review. Teachers will be meeting one Monday or Tuesday a month to participate in PD activities to fulfill this goal. PD activities include model lessons, book research, teacher-action research, and video analysis. In addition, our network, CFN 536, will be running PD sessions at our school, every month that our Title III teachers will be attending. Our certified bilingual science teacher is also the supervisor of the science department, and will be participating in monthly PD sessions in outside organizations such as ADASA.

PROFESSIONAL DEVELOPMENTAL PROGRAM : THE TITLE III PROFESSIONAL DEVELOPMENTAL ACTIVITY MUST BE SUSTAINED AND ON-GOING. IT MUST BE OF SUFFICIENT INTENSITY AND DURATION SO AS TO HAVE A LASTING IMPACT ON TEACHER PRACTICE AFTER THE DOLLARS ARE GONE. THE PROFESSIONAL DEVELOPMENTAL ACTIVITY MUST BE IN SUPPORT OF THE TEACHERS/PRACTITIONERS WHO ARE PROVIDING THE TITLE III INSTRUCTIONAL ACTIVITY. IT MAY ALSO INCLUDE A FEW OTHERS FOR THE PURPOSE OF BUILDING CAPACITY.

In addition, our team will participate in our Bilingual Team PDs once a month. We have 12 teachers on the team, plus support and administrative staff. Teachers will be expected to search the web/internet for professional development workshops specifically for the ELLs and their area of instruction. Mrs. Delarosa will forward emails to the team for PD opportunities. They can also contact Office of ELLs staff for PD information on AMAO, LAP, BESIS training through News and PD Opportunities for Educators of ELLs. They will be provided with invitations to attend workshops. They will attend monthly workshops that will further develop their communication skills and advocacy towards ELL and Bilingual education. The teachers that do not have the Bilingual Extensions will be encouraged to pursue them. We recommend the Intensive Teacher Institute Program. Teachers will receive professional development from NYC DOE which provide the skills to scaffold instruction for the ELLs and on social cultural learning theory. In addition, teachers will deepen student understanding through a variety of instructional strategies and grouping configurations that will increase student participation and motivation in school.

PD Sessions Suggested: PD 360 (weekly), CITE (Center for Integrated Teacher Education) PD, QTEL,

Part C: Professional Development

Annual LOTE Conference, ASCD Conference, Online Video Series on Implementing RTI Model, Research Based Inquiry Team sessions (monthly), Danielson Framework PD Committee (Monday and Tuesday afternoons), and Individualized Danielson Framework Development for each teacher. This year we also suggesting to teachers to become member of ELL based organizations to participate in their PDs, such as NYSABE and ADASA.

Part D: Parental Engagement Activities

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

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

Begin description here: _

November 20, 2014 (4 to 7 p.m.)- "Noche de Ciencias" Event - Informational Session for parents on College admissions and application process (CUNY staff and Yecenia Delarosa - Science and Bilingual Coordinator). Noche de Ciencias is a series of awareness events designed to promote knowledge, interest and motivation about Science, Technology, Engineering, and Mathematics (STEM) to students from K-12. During this 3 hour event, we will provide the students with a presentation about a specific subject followed by hands on activity. While at the same, time providing the parents with English and Spanish informational workshops about college choices, scholarships and financial aid. This event is led by Latin American Engineering Student Association Chapter of the Society of Hispanic Professional Engineers City College of New York - Steinman Hall, Room CM-12 140th Street & Convent Avenue New York, NY 10031 Phone: 212.650.7220 Fax: 212.650.8048

November 11, 2014 (5 to 6 p.m.) - Bilingual Panel Introduction session for all parents/guardians (Yecenia Delarosa - Science A.P. and Bilingual Coordinator & Bilingual Team) & Career Cruising presentation (Julia Valentin - Parent Coordinator)

December 9, 2014 (5 to 6 p.m.) - Parent Informational session for Online Rollbook System Pupil Path (David Jimenez - Principal) & Clubs presentation (Denise Winchester - Assistant Principal of Organization)

January 6, 2014 (5 to 6 p.m.) - Parent Informational session for Credit Accumulation (Mike Salek - Assistant Principal of Guidance)

February 10, 2015 (5 to 6 p.m.) - SIFE Awareness - video presentation (Yecenia Delarosa - Science A. P. and Bilingual Coordinator)

March 10, 2015 (5 to 6 p.m.) - Report Card Data Analysis (Rosa Chu - History Teacher)

April 21, 2015 (5 to 6 p.m.) - Immigration informational session (CUNY representative)

May 12, 2015 (5 to 6 p.m.) - Bilingual Cohort Transition into next grade level (Guidance Counselors and Stephanie Gonzalez - Bilingual Coordinator in-training)

June 09, 2015 (4 to 6 p.m.) - Bilingual Cohort Transition into College Presentation (Guidance Counselors and Bilingual Team)

*Also, this school year we have a Bilingual Club of students that will be conducting the following workshops and presentation starting in November in Room 301 after school to parents:

1. How to Say No!
2. Homework Without Tears
3. How to read your child's NYSESLAT results
4. Internet Safety for Your Child
5. Transitions
6. Study skills

Part D: Parental Engagement Activities

7. Successful Children in School

8. Conflict Resolution

9. Anger Management

10. Bullying

11. Understanding the Common Core Standards

12. Parents Role in the School Quality Review Process

Parents will be notified through our calling system, pupil path email system and student invitations. The parents of ELL students are currently afforded the same parental involvement opportunities as our non ELL parents. They are contacted regularly and included in all Parent Association functions. We will continue to hold two major meetings per year, one in the Fall and the other during the Spring. In addition we will provide technology workshops on a monthly basis to parents to introduce them to ARIS, Skedula, and to our school's website. The meetings and workshops will be conducted by our ELL Coordinator, Mrs. Yecenia Delarosa, and teachers of our Bilingual Team. The school's secretaries will also send out letters - in their appropriate languages - offering other workshops or information on school calendars, events, important test dates, exam preparation, after-school activities, cultural events, college readiness, parenting skills, adult education opportunities, family health care, housing issues, immigration issues and other significant topics. The school's Parent Coordinator, Ms. Julia Valentin, works closely with Mrs. Yecenia Delarosa on a monthly basis in the planning of the monthly events for the parents. The school is currently in a partnership with City College LAESA to inform parents of their child's future college admissions and careers. We are also part of an online service titled CAREER CRUISING, where our students and parents can be informed of college readiness in a span of 4 years.

Parents are also invited to our open-house hours on Tuesdays from 2:45 to 4:00 p.m. to visit their child's teachers. In addition, they are always invited to Mrs. Yecenia Delarosa's open-door policy office in Room 307; they can also email her at ydelaro@schools.nyc.gov and/or call her at 2128764639 extension 3071. Last but not least, parents have access to our school's website which provides them with contact information for all of their child's teachers; and they have access to pupilpath.com which provides them with their child's progress on a biweekly basis.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>6720.00</u>	<u>3 team teachers @ 51.51 approximately 3 hours per week in 40 weeks before/after school and Saturday tutoring for 66 students (any 3 teachers per week). Approximately 130 hours.</u> <u>o _____ ESL/NYSESLAT Tutoring 40 hours for 3 teachers to develop their 4 skills: Listening, Speaking, Reading and especially Writing and/or</u> <u>o _____ Content Area Tutoring 40 hours for 1 teacher: Living Environment regents prep and/or</u> <u>o _____ Bilingual extra-support</u>

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>sessions for all grades 50 hours. All ELLs encouraged to come to room 307 & 301 for any extra-support while supervised by a teacher.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>2200.00</u>	<u>Supplemental materials in all subjects at appropriate ESL levels and translated materials for 66 students: _____ NYSESLAT Workbooks: approximately \$2200 for Getting "Ready For The NYSESLAT Workbooks"</u>
Educational Software (Object Code 199)	<u>40.00</u>	<u>Online subscriptions to EDUWARE spanish translations of assessments: \$40 per subscription (english/spanish biology)</u>
Travel	_____	_____
Other	<u>1120.00 PD</u> <u>1120.00 Parental Involvement</u>	<u>1 Assistant Principal @52.84 and 2 team teachers @ 51.51</u> <u>Approximately 5 hours in 10 months within 10 days on Thursday mornings.</u> <u>Bilingual Team Meetings - interdisciplinary building - 10 sessions for 30 minutes each (5 hours for 3 members)</u> <u>NYSABE Conference Fee \$540.</u> <u>In addition, teachers will participate and conduct parental workshops (see below) for approximately 66 parents:</u> <u>_____ Bilingual Team meetings with parents for awareness of college readiness - 10 sessions for 30 minutes each (3 hours for 3 members)</u> <u>Parent Workshops- Learning English and Understanding High School Information (3 hours for 3 members)</u> <u>_____ Orientation Workshops - Learning about our Program and Enrichment Home Activities (3 hours for 3 members)</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Technology Workshops – ARIS and Skedula training (3 hours for 2 members)</u>
TOTAL	<u>11200</u>	<u>11200</u>

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 04	Borough Manhattan	School Number 435
School Name Manhattan Center for Science & Math HS		

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 Jose David Jimenez	Assistant Principal Yecenia Delarosa
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Julie Kraus	School Counselor Marcia Valle
Teacher/Subject Area Stephanie Gonzalez	Parent Maria Fernandez
Teacher/Subject Area Rosa Chu	Parent Coordinator Zaida Santiago
Related-Service Provider Renee Hamilton	Borough Field Support Center Staff Member
Superintendent Donald Conyers	Other (Name and Title) Ms. Angie Thomas ESL Teacher

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	3	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	4	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)	1622	Total number of ELLs	48	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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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										1	1			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	48	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	12
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	12

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	19	8	0	4			3			0
DL	0									0
ENL	8			5		4	9		8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										18	5			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: _____
---	---

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										30	5	4	1	0
Chinese										2				0
Russian														0
Bengali										1	1			0
Urdu														0
Arabic										1	1			0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				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)										3				0
Emerging (Low Intermediate)										5	1	1		0
Transitioning (High Intermediate)										5	1	1		0
Expanding (Advanced)										23	5	2	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										21	33	27	12	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	24		20	
Integrated Algebra/CC Algebra	24		20	
Geometry/CC Algebra	20		18	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science		20		18
Living Environment		24		22
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	24		20	
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
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.
We are a high school; therefore, the students usually come to us as English Language Learners with NYSESLAT results, and this is the initial data that we use to drive instruction. We also use the database from Skedula/Pupilpath, like 8th grade performances to plan for instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSESLAT data reveals different patterns this school year. Our Bilingual Cohort begins in the 9th grade with approximately 34 Spanish language students every year, and in addition there are usually 5 ELLs of other languages. Usually by the time they are seniors there are only a few that continue to need ELL services. In this data it shows that one senior is a long term ELLs; 4 Juniors; 7 Sophomores; and 36 Freshmen. The data also reveals that most of the students do not pass the NYSESLAT due to the reading and writing performances.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO tool is new to our Bilingual Team. Last year we implemented this tool into our Bilingual Team meetings and learned how we can target specific students. In the meantime we use the modalities report, which revealed that most of our ELLs fall under the Expanding and Commanding levels in both Listening/Speaking and Reading/Writing. This data affects instructional decisions because it shows us which modality we need to target the most during instruction.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
In the TBE program, there is higher success. Our Bilingual students take Living Environment, Global History and Algebra in Spanish. The data in this document does not include all the students in the TBE program as they transition from freshmen year. This data

only includes an example of the junior TBE students. We have 24 students in that cohort and 20 have passed their ELA, Science, Math, and Global Regents. The other 4 are struggling with some of these examinations. In our school we do not analyze ELL periodic assessments.

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

N/A

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

We have a strong Bilingual team and program at our school. We conduct monthly meetings and stress the importance of mastering the native language in Spanish so that students can eventually become proficient in the English language. We also take our students to National, State and Local conferences to expose them to native language awareness.

7. For dual language programs, answer the following:

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

N/A

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

Through cabinet meetings, which are open to the entire staff, we discuss our school's progress report. In these meetings we acknowledge how the ELLs allow us to gain points in our progress report. Through Bilingual team meetings, which are also open to the entire staff, we discuss the data that serves as evidence that our ELLs have met AYP, the effectiveness of our programs and the improvements that are needed. We also take a look at the credit accumulations and regents performances to determine the success of our programs.

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.

Students are accepted into our High School from NYC middle schools; however, if a student enters our school for the first time the process is different. First, the personell in the guidance office interviews the parent(s) and student(s) to see if our school is a good fit for the child. The staff will then call our Bilingual Coordinator to perform a HLIS. If the home language is not English and the child is identified as a possible ELL then the bilingual coordinator or Science Assistant Principal will administer the NYSITELL (only if necessary). Sometimes the families' native language is not English; however, the student has been learning English since pre-K, and is evaluated as someone that should not be evaluated as an ELL. Based on the performance of the NYSITELL, one can determine if the student is an ELL or a non-ELL based on a scoring guide. If they score a COMMANDING they are not entitled to ELL services. The parents are also shown a video and allowed to fill out a Parent Survey and Program Selection form. In addition, within 5 days, a letter is sent to the parent concerning the NYSITELL results. Based on the survey the student will then be placed in our Spanish Transitional Bilingual Program or the Freestanding ESL Program. A ENTERING leveled student will be placed in 2 ENL classes and 1 NLA, an EMERGING and TRANSITIONING leveled student will be placed in 1 ENL classes and 1 NLA, and an EXPANDING and COMMANDING leveled student will be placed in 1 ESL, 1 NLA and 1ELA class. The ELLs are also required to take the NYSESLAT in March until they pass it, but even if they score a COMMANDING they must receive services for two additional years.

During the first week of school, the bilingual coordinator will print and distribute to all the parents via mail the letters of entitlement for ELLs as well as the letter of non-entitlement for the students that have passed the NYSESLAT. These letters are printed and distributed in English, Spanish, Chinese and any other home language serviced at our school if available through the NYC DOE website. For the new parents, the bilingual coordinator along with the Bilingual Team of the school will conduct an orientation meeting to present to the parents a lot of information pertaining to our school Transitional Bilingual and ESL Program during the first Parent Association meeting. If the Coordinator was not able to help the parents with the Parent Survey and Program Selection form during the first week of school, and if mailed and not returned, then the default in our school is to place the student in the Transitional Bilingual Program. During this informative meeting, parents are oriented about the programs available to their children and further schedule changes are granted.

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).

In identifying a SIFE student, during the HLIS interview, we ask if the student has attended school in the USA for less than 12 months and if they have any assessment evidence that shows the child's literacy level as two or more years below grade level and/or their

mathematics level as well. We administer the oral interview questionnaire. If the child's home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). Since we have up to one year to make the final determination of SIFE status, we also use student work that we analyze during our Bilingual Team meetings for this. Finally, SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

We are a high school; therefore, the students usually come to us as students with IEPs and as English Language Learners with NYSESLAT results. We are a screened school and determine all the students that get admitted. If a newly enrolled student with an IEP is identified, our special-education supervisor, IEP coordinator, Bilingual coordinator, Bilingual department supervisor, parent/guardian and other members of the bilingual team will be part of the process.

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.

Entitlement letters are printed from the NYC DOE intranet website in the parent's preferred language, a letterhead is attached to each, and they are mailed out by the Bilingual Coordinator. Parent Survey and Program Selection forms are only given to new admits in person or via mail by the Bilingual coordinator, and later placed in the child's CUM records by the guidance department secretary or placed in a file in the Bilingual coordinator's office.

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).

If a parent requests an appeal, they meet with the Bilingual Coordinator and advised on how to begin the appeals process.

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.

The Bilingual Coordinator interviews the parents one-on-one during the first few weeks of school, within the 10 days after admissions, and in her office allows parents to watch the video provide through the NYC DOE website in their native language (if available). She also explains it to them verbally. We conduct orientation meetings for parents during Orientation and Parent-Teacher Conferences. We call parents into our office for interviews. We are on the agendas of PA and SLT meetings. We try to do as much outreach within the first two weeks of school or as the students are admitted into our school.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

MCSM is a screened school and we have a formula by which we accept students into our school. As soon as school begins and we get the NYSESLAT results to identify the levels. For newcomers we use the data from the NYSITELL results, and after the student takes the NYSITELL, the ELPC screen on ATS is updated within 10 days.

Presently, we have noticed that the majority of our students are EXPANDING AND COMMANDING throughout the 4 grades.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If the letters are not returned, the default program is TBE.

9. Describe how your school ensures that placement parent notification letters are distributed.

All letters and envelopes are titled with the Bilingual Coordinator's name so that the staff is aware of distribution protocols.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Former documentation is kept in the CUMs, and new documentation is kept in the Bilingual Coordinator's office.

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.

After our Principal receives the packages of all the NYSESLAT material, it gets delivered to the Science Assistant Principal's room. She begins the administration of the exam by conducting several meetings, sending out the ESL teachers for exam training, and informing the entire staff. The speaking part is given to students individually by appointment. The other 3 parts are given to the students in their ENL classes. If a student is absent, they can make up the exams in the APs office. After administration, everything gets shipped back to the appropriate locations.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All letters and envelopes are titled with the Bilingual Coordinator's name so that the staff is aware of distribution protocols.

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).

Based on our records, most parents of Spanish descent request that their children be placed in our Spanish Transitional Program, approximately 34 students each school year. The parents of Chinese, French, and other language descents, request that their children be placed in the Free-standing ENL Program, approximately 5 students each school year.

For the most part, parent requests are always granted. Some parents do not want their children in our Spanish Transitional Bilingual Program, therefore, this can only be granted if the Principal gives permission, and the student is then placed in the Free-standing ENL Program. Our Special Education students are also placed in the Free-standing ENL Program. Besides Spanish, Chinese is the other language used the most among our ELLs, and we offer Chinese classes levels one through three as the Native Language Arts for those students.

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.

Our instruction is departmentalized.

This school year we have a Spanish TBE program. The students in the TBE travel together as a group for most of their classes depending on their NYSESLAT level, and all classes are heterogeneous.

We have a TBE program that is being taught by teachers that teach the content areas of Science, Math and History. They are aware that they need bilingual extensions and that the principal will put up postings to hire qualified teachers to fill these positions. This school year our Earth Science teacher is enrolled in a bilingual extension program at Hunter College. The science teacher has her bilingual extension from City College through ITI-BE (Intensive Teacher Institute in Bilingual Education and English as a Second Language), and we also have a History teacher and Math teacher on staff that are highly interested in seeking their extension. We will ensure that all bilingual teachers are appropriately certified. We also have 4 NLA teachers that are properly certified to teach the students of our TBE program. There are 3 certified ESL teachers in our school that teach heterogeneous groups by grade level. We do not have Special Ed teachers with bilingual extensions, and so our special education ELL students are mainstreamed into ENL classes only.

Our school usually offers a ninth grade Transitional Bilingual (Spanish) Program and Freestanding ESL courses as asked per parent choice for our students. Our current school statistics show that we have 48 ELL students in the school. The students are in either our TBE or Freestanding ENL program. The students in the TBE program receive instruction in Science, Math, and Global History, ESL and Native Language Arts with extensive Native Language support. Our content area teachers are proficient in both English and Spanish and hold High School Day Licenses in their content areas. Our science teacher also holds a bilingual extension. All of our Native Language Arts teachers are licensed in Spanish and our 3 ESL teachers hold licenses in ESL.

Manhattan Center for Science and Math offers a full ninth and tenth grade Transitional Bilingual Spanish Program. The ninth grade Transitional Bilingual Spanish Program consists of a Bilingual Living Environment course, Bilingual Global History course and a Bilingual Math course. The tenth grade includes Bilingual Earth Science. The students following this program also receive one period of NLA services a day (215 min. a week) as well as ENL/English courses depending on their NYSESLAT scores. A student in the ninth grade Transitional Program who scores in the ENTERING level will receive two units of ENL a day plus bilingual classes or 645 min. a week. The EMERGING and TRANSITIONING levels will receive 2 units of ENL a day plus bilingual classes or 430 min. a week. The EXPANDING students will receive 1 unit of ENL a day plus bilingual classes (215 min. a week) and 1 period of English instruction a day (215 min. a week). Please note that our school's periods are more than 45 minutes and therefore they receive additional instructional time for all their classes. Once these students move to the 10th grade with the same pattern. Additionally they continue to receive ENL services according to their NYSESLAT scores and they continue to receive NLA. By the 11th grade all our ELL students have transitioned to a Freestanding ENL Program. In the 12th grade we usually have less than 10 students in our ENL program. However, this school year all former ELL students must receive ENL classes and services for two additional years. We simply keep the bilingual cohorts together in ENL classes and the teacher differentiates.

In total we have 5 ESL classes in grades 9 thru 12. They are labeled as follows: ESS1 /2, ESS3/4, ESS5/6, ESS7/8, plus an ESS9 for the ENTERING students and those with IEPs. Our ENL classes are taught by English teachers along with a push-in ESL teacher. The ninth period ENL class is solely taught by an ESL teacher. The students that are not in our TBE program, receive ENL services through our Freestanding ENL program, and most students receive this service through the ninth period ENL class.

An ELL student who enters Manhattan Center opting for a Freestanding ENL Program will be placed according to their NYSESLAT Score.

The Special Education ELLs are placed in our Freestanding ESL classes. Because of their disabilities, some receive Speech Therapy, Related Services, Counseling or Resource Room.

b. TBE program. *If applicable.*

Included above.

c. DL program. *If applicable.*

N/A

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)?

Manhattan Center's goal is for every one of our students to enter an institution of higher learning and become an educated, productive adult. Because of this, we focus on their academic progress. Our bilingual and ELL students take rigorous content area courses which end with a Regents test in which our teachers prepare them well, and this shows in our statistics. The Language Allocation Policy is followed throughout the content areas, for example, for the 9th grades we follow the policy of 60:40 and as the grades increase it becomes less Spanish and more English until they are mainstreamed. Our ENL program is enforced until the students pass the NYSESLAT. We actually serve the students with additional minutes since our class periods are over 40 minutes.

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.

Content teachers use a 60:40 approach when teaching ELL students. However, within a classroom, the lessons are adjusted to meet student's individual needs. In order to help ELL students meet the new Common Core Standards, content teachers are focusing on techniques that support the language and at the same time they are teaching the content. For example, in the social studies classes the teacher is introducing primary and secondary sources to enhance the language, and provide Regents based instruction. In science, the teacher is using ENL strategies suggested by Virginia Rojas to enhance the student's literacy skills. In English, the curriculums have been modified to implement the CCLS. In Spanish, the NYC DOE has provided our teachers with advanced content curriculums that have the CCLS incorporated. In math, our department has been implementing the math and literacy CCLS for quite some time. In essence, literacy is one of the main instructional foci of our school. For the ELLs it is enhanced even more. Our ELLs also receive many services and accommodations to foster language development.

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

Strategies implemented during the school day throughout their classes include word walls where unfamiliar vocabulary is presented in two languages for the purpose of vocabulary development, visual scaffolding which allows vocabulary to be learned through visual images, partner work used to enhance collaboration, verbal interaction and support. In addition, in order to meet literacy needs of some of these students, many softwares are being implemented this school year. ESL classes cover literature in English. Many of the novels covered reflect on the immigrant experience and mirror the ethnic background of the ELL population, for example, *When I was Puerto Rican* by Esmeralda Santiago and *Silent Dancing* by Judith Ortiz-Cofer. The goal is to achieve English Language Proficiency through exposure to the language. If a student requires explanation of a term in a language other than English it is acknowledged and first language is allowed as a bridge to the second. This same approach is taken in the content area classes. For example, in their Living Environment class, every written material they are given is available in both English and Spanish. The school purchased software from a company called EDUWARE, where regents' questions/assessments are available in both languages. The Native Language arts classes cover literature also. In addition to covering Latin American Writers such as Gabriel Garcia Marquez, they also cover Shakespearean plays such as *Romeo and Juliet*. This school year we are implementing the READ 365 booklist, bookmarks, and posters into our instruction.

Native Language Classes are offered in three levels. During senior year our ELL students can take Spanish Literature, Heritage or AP Spanish.

Manhattan Center relishes its Multiculturalism. Every year the Chinese New Year is celebrated. Additionally, all cultures are honored in a celebration of the world. Teachers are encouraged to post student work in their classroom and on hallway bulletin boards that portrays diversity.

The ELL Coordinator also runs an after school Bilingual Center where the ELLs unite to do homework together, study for tests, receive peer tutoring, and/or simply read a book.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Data inquiry teams, and the Bilingual team continuously address this data to drive instruction.
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

In order to help SIFE students accelerate their learning and meet the standards, the ESL, ELA and NLA teachers implement a variety of supplemental interventions in their classes as well as in Title III academic programs focused on language and literacy development. These students receive after school classes in the Title III program for acceleration and enrichment in the four language modalities. Their progress is consistently monitored for assessing achievement in language and literacy development.

The SIFE students we have are offered extra assistance. They are provided with review books, tutoring and becoming part of a Bilingual Tutoring Center after school. Additionally, some of the Special Education students are part of a small group instruction that targets writing skills.

Special Education students are provided with extra help that is innovative and engaging in small group settings. They are guided by the ESL, ELA and NLA teachers to use specific ESL strategies. Some strategies that are implemented are realia, read-alouds, leveled questions, writing workshop, and guided reading. The use of realia allows students to connect vocabulary to real life. The read-alouds are used to practice prediction, discussion, and understanding. The leveled questions strategy allows students to respond verbally or nonverbally with understanding and confidence. The writing workshop allows students to choose their own writing topics and work together with others while going through the stages of writing. The guided reading strategy allows individual coaching, and the teachers use the core subject books to address the vocabulary that is unfamiliar to the students. The students are encouraged to make use of these strategies during the school day in their regular classes as well as in the after school Title III academic language and literacy acceleration program.

The newcomers, 4 to 6 years and Long-Term ELL students receive different modes of intervention throughout the day. Their teachers use differentiated instruction and strategies that help with instruction and ELL learning. We have implemented several software programs that are now identifying the levels of literacy for individual students and teachers are now able to differentiate based on this data. All the teachers are part of an inquiry team that analyzes the ELL data pertaining to years of service, NYSESLAT levels and Modality Levels and they use this data to drive instruction. They also use this data to create formative assessments and action plans that allow them to close the achievement gap.

The Developing ELL students receive different modes of intervention throughout the day. Their teachers use differentiated instruction and strategies that help with instruction and ELL learning. We have implemented several software programs that are now identifying the levels of content mastery for individual students and teachers are now able to differentiate based on this data. All the teachers are part of an inquiry team that analyzes the ELL data pertaining to years of service, NYSESLAT levels and Modality Levels and they use this data to drive instruction. They also use this data to create formative assessments and action plans that allow them to close the achievement gap.

The Long-Term ELL students receive different modes of intervention throughout the day. Their teachers use differentiated instruction and strategies that help with instruction and ELL learning. We have implemented several software programs that are now identifying the levels of literacy, content mastery, and social skills for individual students and teachers are now able to differentiate based on this data. All the teachers are part of an inquiry team that analyzes the ELL data pertaining to years of service, NYSESLAT levels and Modality Levels and they use this data to drive instruction. They also use this data to create formative assessments and action plans that allow them to close the achievement gap.

The Former ELL students receive different modes of intervention throughout the day although they are at the COMMANDING level. Teachers continue to provide services to these students. Some remain part of the Bilingual Cohorts. They also have continued access to the software programs that are identify the levels of literacy for individual students. The students continue to be monitored by the Bilingual Coordinator. They also receive mandated services up to two years after exiting ELL status, as per CR Part 152.2. Teacher is expected to know all of their students. They analyze through Skedula database, especially if they have former ELLs in their classes. They inquire with the Bilingual Coordinator and the supervisors about

Chart accommodations. They also meet in inquiry teams through their departments to differentiate instruction for former ELLs.

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.

We try our best to change student's programs so they end up with the same teachers only in different sections.

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?

The transition from native language to the English language varies for each student. We notice how the BICS differs from CALP (communicative versus academic lanaguage). We have books that suggest different strategies for teachers of ELLs that help our teachers provide academic content and accelerate English language development. Some are: word wall for cognates; read alouds; reading comprehension activities; gallery walks; presentations; formative assessments in writing; cultural realia; and much more. Students are made aware that although our TBE will help them transition into the English language, they need to be able to earn 44 credits and pass nine Regents examinations to graduate.

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?

We have classes specifically designed for ELLs-SWDs. One design is they have a Math class that is double period. The first period students learn Algebra and the second period is a technology class where they learn Algebra through an online program called Revolution K-12. Another design is we have small class sized English classes that primarily focus on English writing skills. These two design have motivated our students to do better in Math and English. It has allowed them to gain course credit. In addition, our Algebra Regent results are great.

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 (Chart 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 DUALY 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.

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 DUALY 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.

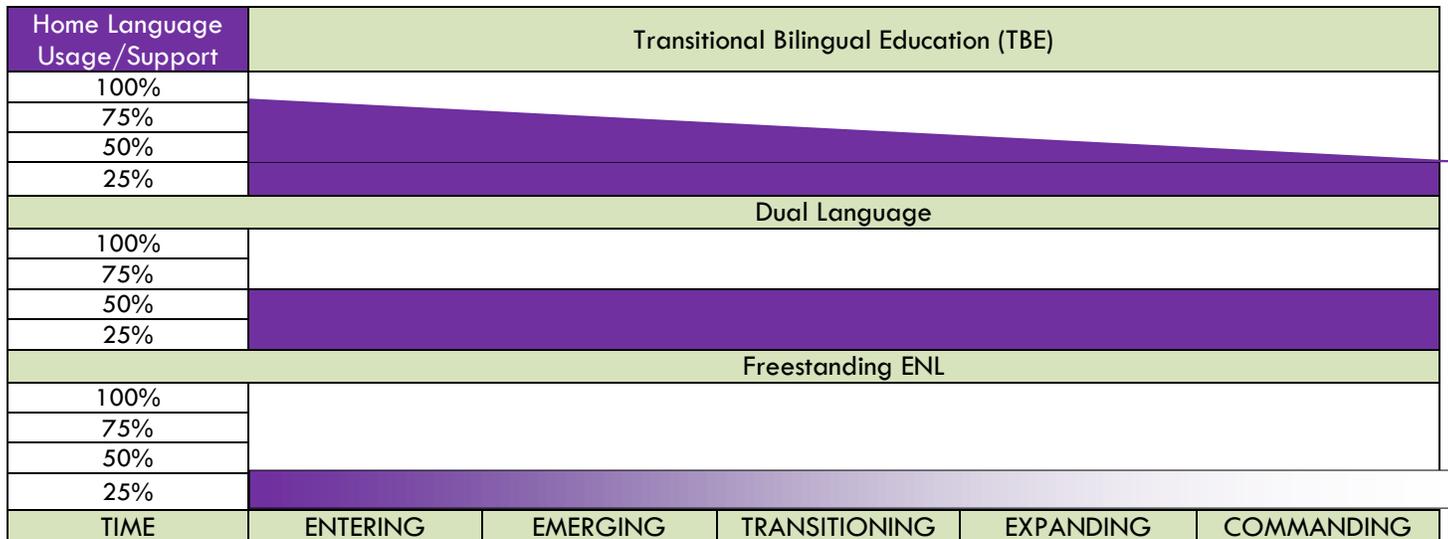


*Note: “other approved services” does not apply to New York City at this time.

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. In the TBE and ENL programs, student data is analyzed and used to drive instruction. For grades 11 through 12 where we do not have a TBE and for the other classes, teachers are given the data but how they use that data to drive instruction is discussed within departments throughout the school. Our TBE and ENL programs allow the teachers to have common planning and meeting times for the data inquiry of these results, and each department further analyzes data during data inquiry team meetings. When we analyzed regents results for last year's ELLs (this includes ELLs in our TBE, freestanding ESL, and Special Education programs): it goes to show that for Living Environment there was a 90% passing rate for the 2014-2015 Bilingual Cohort, Algebra 92% and Global History 83%; and 89% for Earth Science. The class passing rates plus the Regents Results allow us to evaluate the success of our programs, but we just need to change and expand our programs so that all of our ELLs can succeed even more beyond the 9th grade. One great thing that we have accomplished, is that over 50% of our bilingual students are graduating with Advanced Regents diplomas, and last year 100% of our ELLs graduated.

Although MCSM is a great school, our ELLs need to become part of MCSM's greatest. This school year we have ELLs admitted into our prestigious Advanced Science Research program, others taking AP classes, and many have outstanding grades. We have a lot of work to do to help these students succeed. If we all work together we can move from good to great.

Former bilingual students serve as tutors in our after school peer-tutoring program. With the direction of the bilingual content area teachers, these former bilingual students help address the needs of the current bilingual students. This instruction is given in both English and Spanish. Furthermore, the teachers conduct after school tutoring sessions where they focus on their weaknesses and give individual attention to those bilingual students who need it. The students who are in the Freestanding ESL classes also have many opportunities to receive assistance in their areas of need, especially with tutoring being available to all. The bilingual coordinator follows the students' progress, checking all their marking period grades after report card distribution. We have a family at MCSM that cares deeply about our ELLs.

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

The English Language Learner students have done a great job in the Spanish Transitional Bilingual Program especially in the sciences. The program worked well since students went from 20% in passing LE to 90%; and 60% in passing the Earth Science Regents Examination to 89%. When this program showed amazing results we even thought of starting a partial eleventh grade TBE with Chemistry in Spanish or keeping the Cohort together, but this was not approved. The ELL Coordinator works closely with the administration trying to advise them that keeping the Cohorts together and implementing a partial 11th grade TBE would be beneficial, but we also need the buy-in from the staff. Hopefully, some of these ideas would be implemented next year. For now the coordinator makes sure they are programmed correctly; the staff is aware of the ELL population; the administrators grant the ELLs and former ELLs extended time during Regents Examinations; the students are provided with dictionaries and glossaries; and other required services. One thing that definitely lacking is staff development for the Bilingual teachers, but we are working on this. On the other hand, some unfortunate venues the ELLs face at MCSM are they are hardly ever accepted into AP courses other than AP Spanish; they rarely become part of the ASR (Authentic Science Research) program; and although a small number become outstanding students they are hardly acknowledged or praised in any type of ceremonial event.

Research shows that mastery in the mother tongue or native language will only render success in a second language whether positive or negative transfer occurs. What we are aiming for is for our ELLs to eventually become proficient in both languages (their L1 and L2). The content teachers support their native language through resources, student work, word walls, assessments, and strategies. Students are given glossaries in the beginning of the school year so they may get accustomed to it before the Regents Exam in June. Students also have classroom sets of dictionaries that they are allowed to use while learning in class. Teachers have access to the test bank named EDUWARE that allows assessments to be printed in both languages. The content teachers allow the most frequency of exposure to their native language; however, the ESL teachers predominantly use the English language but they have access to our resources. At the moment, we are trying to purchase Global History textbooks in Spanish, NYSESLAT workbooks for our ENL classes, supplemental materials for different proficiency levels as well as grade levels. Although MCSM has a 9th & 10th grade TBE, the reality is that there is no 11th through 12th grade TBE and our ELL students are basically mainstreamed after the 10th grade and this does not seem to be the most conducive environment because many of them are not prepared and the staff is not developed to differentiate instruction for them.

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

Every June MCSM staff conducts an open-house orientation for the parents, and although we explain to them that our TBE only lasts one year and it can be tough for the remaining three years, they still select our school for many other reasons. A newcomer at MCSM can be very successful year one, but after that the student might not do so well, and our school does not have a plan in place to help this child. For the students that can handle our school they excel and we try our best to get them to graduate in 4 years. The graduation rates of the ELLs vary significantly among the bilingual cohorts, the Asian population and the Special Education population. One thing that we need to work on is our Language Arts Department when it comes to serving the ELL

population because they score 90 or above in the Spanish Regents during their freshman year so they receive language credits, but they still need to take Native Spanish classes because they have not passed the NYSESLAT but they find these classes too easy. For the ones that do pass the NYSESLAT freshmen year and want to continue their native language proficiency they can take either AP Spanish, Spanish Heritage or Spanish Literature. The only thing is that it is the same teacher teaching these classes and some students get frustrated with this notion of the same teacher 4 years in a row, especially if there are personality differences that cannot be tolerated.

One thing we are trying to work on at MCSM is zero tolerance for failure especially from the ELL population. We are trying to build relationships with the students to get to understand them better. We are trying to implement formative assessments that can gain improvement in student achievement. We are working on building curriculum maps that can be more detailed and can allow us to use different strategies. Our ELL Coordinator attended a conference where she was given 450 strategies that can help ELLs designed by Dr. Virginia Rojas. We are trying to apply differentiated instruction that can make every ELL successful. We are definitely trying but we need to be further professionally developed and we need to begin a Professional Learning Community. We have implemented softwares such as Study Island, iLit by Pearson and PreK 12 Plaza this school year to increase academic and social performance.

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

Every year we had ESL teachers teach the ELLs, and we noticed if a student remained at the intermediate level all 4 years, they never took ELA. We also noticed that these students were not passing the English regents. Therefore, we have decided to discontinue the ESL classes being taught only by ESL teachers. Our new program consists of English and ESL teachers co-teaching. We only offer one STAND-ALONE ENL class.

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

Most of the teaching staff stays an hour after the school bell to tutor students. All students have access to go to any tutoring of their choice. We also offer a variety of clubs after school, and all students can join the club of their choice. Our ELLs can become part of any community of their choice.

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.

All the ELLs are provided with glossaries in the content areas. All the ESL classes have a set of dictionaries, and if any other teacher in the building wants dictionaries for their ELLs, it will be provided. We have purchased many books in Spanish, and we offer 5 sections of Chinese. We have also purchased the software Eduware which allows Regents assessments to be printed in English and Spanish. We have this software in Living Environment, Earth Science and Global History. This year Pearson provided us with Chrome books, PreK 12 Plaza with iPads, and our school with computer carts so that our ELLs can use softwares during instructional time.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

TBE: 60:40 / Materials such as textbooks, worksheets, and assessments are given in Spanish & English.

ESL: 100 / Materials such as textbooks, books, worksheets, and assessments are given in English only but with differentiation in mind.

We also have adopted the program of Eduware Wizard that allows teachers to provide students with Regents based questions in the Spanish and English languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All cohorts stay in grade levels although the NYSESLAT levels differ.

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).

In November our Admissions Committee meets to decipher the data of the students that have chosen MCSM as #1. We segregate the ELL students and continue to analyze the data. We look at criteria such as attendance, math exam scores, science exam scores, english exam scores, grades, NYSESLAT levels, and much more. Sometimes we call 8th grade guidance counselors for recommendations. Once accepted, we conduct an orientation for all students and parents. The Bilingual Coordinator takes the ELL Cohort to a classroom and explains the TBE and ESL programs to both students and parents. She speaks Spanish, and if necessary she will conduct the orientation in Spanish as well. For other parents, that speak other languages, we use the students from the National Honor Society volunteer as translators. In September, once students have made their final decision to attend our school, we immediately use the NYSESLAT data, and native language, to determine their placement into either TBE or ESL programs. During the first few weeks of school program changes continue to take place until all ELL compliance is met. If a new ELL enrolls, within 10 days we try to do the HLIS, NYSITELL, and programming.

19. What language electives are offered to ELLs?

Spanish only.

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)?

N/A

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.)

We have a team of 20 individuals that are part of a Professional Learning Community every Monday and Tuesday after school. The team also attends many PD workshops and conferences through the DOE ELLs office; National, State and Local Associations such as NYSABE, DANR, ADASA and others.

SAMPLE:

Manhattan Center for Science and Mathematics Professional Learning Plan for the 2015-2016 School Year

This school's professional learning plan has been generated based on several factors, first alignment to the DOE initiatives, second data to drive instruction and goals, and finally to maintain a high performing school. The PL topics have been developed in collaboration from things that have been working for years, new school-wide initiatives and methods that can increase student impact. Our teachers receive school-wide, department, teacher team and individual (choice-driven) PD. Teachers are expected to turn-key, share best practices and produce products and reflections. Teacher teams are designed by departments and discipline. Teams meet every Monday and Tuesday. Also, teachers share office space which allows them to work more closely together and share more often. In addition, we have teacher team working in an interdisciplinary way, our Bilingual Team and the Special Education Team. Our PL committee: Mr. Jimenez, Mr. Albetta, Mrs. Delarosa, Mr. Kwan, Mr. Kenis, Ms. Cartusciello, Ms. Magee, Ms. Wasilewski, and Ms. Almestica. The PL calendar allows teachers to attend a variety of in-house workshops; however, our date driven component is designed in 4 phases (data collection, hypothesis, modifications to instruction, and evaluation), and after each session teachers are expected to produce a product and reflection of their PL experience and evidence that student achievement has been impacted. Teams meet in the following rooms: Foreign Language Room B49; Science Room 307; Math Room 362; Social Studies Room 340; English Room 160; Physical Education Room 162

Date	Professional Development Theme	Constituents that will attend
SEPTEMBER	Awareness Month	
For Parental Outreach Series I: Contact Info and Introductions		
9/14/15	• Instructional Foci and Framework for Great Schools	All Staff together
9/21/15	• PL Committee Meeting and Skedula Data Collection -	All Staff by department
9/28/15 – 9/29/15	• Showing teachers how to access and compile data	
•	Phase I: Baseline Assessments / Diagnostics / Data Analysis	
•	Utilizing the data impacting Instructional Foci	All Staff by discipline
Parent-Teacher Open School Night September 30th 5:30 p.m.		
REPORT CARDS DUE: October 21, 2015		
OCTOBER	Instructional Modification Month	
For Parental Outreach Series II: Progress Reports will be sent home		
10/5/15	• Monthly Faculty Learning	
•	Monthly Department Professional Learning	All Staff by discipline
10/12/15	• Phase II: Hypothesis based on data	All Staff by discipline
10/19/15	• Phase III: Instructional Modifications and Applications	All Staff by discipline
10/26/14	• Phase IV: Evaluation	All Staff by discipline
Parent-Teacher Conferences November 19 & 20, 2015		
REPORT CARDS DUE: December 7, 2015		
NOVEMBER	Intervention Month	
For Parental Outreach Series III: Attendance and Grades – Major Focus		
11/2/15	• Monthly Faculty Learning	
•	Monthly Department Professional Learning •	All Staff by discipline
11/9/15 – 11/10/15	• Phase I: New Data Collection*	All Staff by discipline
11/16/15 – 11/17/15	• Phase II: New Hypothesis	All Staff by discipline
11/23/15 – 11/24/15	• Phase III: Modifications and Applications	All Staff by discipline
DECEMBER	Course Credit Awareness Month	
For Parental Outreach Series IV: Course Credit and Regents Awareness		
11/30/15 – 12/1/15	• Phase IV: Evaluation	All Staff by discipline
12/7/15 – 12/8/15	• Monthly Faculty Learning	
•	Monthly Department Professional Learning •	All Staff by discipline
12/14/15 -12/15/15	• Phase I: New Data Collection*	All Staff by discipline
12/21/15– 12/22/15	• Phase II: New Hypothesis	All Staff by discipline
REPORT CARDS DUE: January 25, 2016		
JANUARY	Uniform Assessment Month	

1/4/16 -1/5/16	• Monthly Faculty Learning		
•	Monthly Department Professional Learning	All Staff	by discipline
1/11/16 -1/12/16	• Phase III: Modifications and Applications	•	All Staff by discipline
1/18/16 – 1/19/16	• Phase IV: Evaluation	All Staff	by discipline
1/25/16 – 1/26/16	• PD COMMITTEE MEETS	PD COMMITTEE	
FEBRUARY To Be Continued			

The Bilingual Team is also encouraged to attend the Parent Workshops and School-wide events:

September 8, 2015 - Introduction of TBE/ESL

October 13, 2015 (4 to 8 p.m.)- "Noche de Ciencias" Event - Informational Session for parents on College admissions and application process (CUNY staff and Yecenia Delarosa)

November 10, 2015 (6 to 7 p.m) Skedula presentation

December 8, 2015 (5 to 6 p.m.) - Parent Informational session for Online Rollbook System Pupil Path (David Jimenez - Principal)

January 5, 2015 (4 to 6 p.m.) - Parent Informational session for Credit Accumulation (Mike Salek - Assistant Principal)

February 9, 2016 (4 to 6 p.m.) - Cultural Awareness of Diverse Ethnographies (Yecenia Delarosa - Science and Bilingual Coordinator)

March 9, 2016 (4 to 6 p.m.) - Report Card Data Analysis (Rosa Chu - History Teacher)

April 20, 2016 (4 to 6 p.m.) - Immigration informational session (CUNY representative)

May 11, 2016 (4 to 6 p.m.) - Bilingual Cohort Transition into next grade level (Guidance Counselors and Yecenia Delarosa)

June 8, 2016 (4 to 8 p.m.) - Bilingual Cohort Transition into College Presentation (Guidance Counselors and Yecenia Delarosa)

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?

The Math, History and English teachers are part of teams that work together to build new curriculum on Mondays and Tuesdays. Our school is also purchasing new textbooks and revamping resources to include the CCLS. (see below)

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

During the summer we have a Bridge program that allows our ELLs to take ELA and Math classes to build their academic skills. We also have many clubs that allow our ELLs to become part of our community to build their social skills. (see below)
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.

Our Bilingual supervisor and coordinator, which maintains communication among the staff concerning the ELLs, are both willing to attend ELL oriented workshops. Bringing back information to update our staff is a crucial part of these professional development sessions. Therefore, our staff is informed to a certain extent but they also need to be developed on an individual and disciplinary basis.

We aim to prepare all our teachers to deliver the best and most appropriate level of instruction to our ELL population. To that end we have established the following goals:

- To provide professional development in methods for quality instruction that includes workshops in scaffolding and diversified methods of instruction.
- To provide opportunities to write Grade-Level curriculum and assessments that are aligned with NY State standards in ELA, NLA, ESL, math, science, social studies and technology, and are provided in both English and the native language as the program designates.

We began and will continue to offer the following professional development opportunities for our teachers.

- The ELL team meets once a month to discuss workshops, student progress, and brainstorm ideas for the ELLs.
- We have sent some of our staff members to ELL workshops and plan to use this as an ongoing training guide.
- Content teachers are sent to vigorous workshops and form study-groups to better serve the ELL population.
- Common prep time is provided for ELL grade team teachers.
- One of two days of staff development during opening of school is devoted to differentiated instruction for ELL students. This is followed-up with two staff/professional development sessions for all teachers during the year.
- Coaching for all teachers in differentiated instruction is implemented throughout the year.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated.

Our school has done well given the small size of our program, and the limitations that we face both in terms of time in the school day and personnel training. We need to strengthen our students' skills in reading and writing from their first entry into our school, to ensure that they can successfully navigate the many required exit exams mandated by the state. Because communication is as much about what we produce as it is about what we absorb, students' skills in reading and writing must be given top priority throughout their tenure in our building. This year our ELLs are part of our school's small group instruction writing classes.

As stated earlier, our teachers will continue to look at curriculum and revise where necessary in order to align it with the ESL standards and the instruction required for achieving mastery in English at the commencement level. We are implementing the CCLS into all curriculums. This will include varying instructional practice, introducing students to varied texts, providing opportunities for students to use the four modalities in all their classes, which requires that teachers are trained in ways to incorporate such into their instruction across the curriculum. Teachers will be encouraged to continue to work together – ELA, NLA, ESL and content area teachers – to discuss students with difficulties whom they share and, through case conferencing, find meaningful ways to help the students succeed. We adhere to both in-house and out professional development in order to better serve our staff and students. We will aim to have all of our content area teachers pursue and acquire their bilingual extensions. Our ELL team meeting is just another measure of our progress in our school's communication. On a final note, with the collaborative efforts of our Assistant Principals and our ESL Coordinator, this will only enhance our success with the ELLs.

PD Sessions: CITE (Center for Integrated Teacher Education) PD, Annual LOTE Conference, ASCD Conference, Online Video Series on Implementing RTI Model, Research Based Inquiry Team sessions (monthly), DATA inquiry teams (Mondays and Tuesdays after school), New Evaluation System Team (before opening of school, after school, and during staff PD days).

Teachers on Bilingual Team: Mrs. Chu, Ms. Gonzalez, Ms. Thomas, Ms. Sanchez, Mr. Morales, Mr. Almanzar, Ms. Lebron, Mr. Lu, Ms. Kraus, Mr. Valletutti, Ms. Rivera, Mr. Mccue, Mr. Rivera, Mr. Tramm, Ms. Taylor, Ms. Richardon, Mrs. Valle, Mr. Salek, Mrs. Hamilton, and Mrs. Delarosa

Mrs. Yecenia Delarosa will be conducting monthly PD sessions (7:30 to 8:15 a.m. or 3:15 to 4:15 p.m.) for the Bilingual Team. In addition the team will be working together on understanding the NEW citywide instructional expectations, Danielson Framework competencies, Common Core standards, School's Instructional Foci, Framework for Great Schools and ELL data to drive instruction.

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?

The Bilingual Coordinator has at least one meeting a year outside the four yearly Parent Teacher Conferences and two Parent Orientation meetings. She is constantly monitoring the ELLs progress through report cards, transcripts, team meetings, student meetings; and then she calls parents for the one meeting (minimum) a year to discuss their child's performance and progress. If needed a second meeting is scheduled with the guidance department, especially if some intervention is needed. In addition, parents are called and encouraged to visit the Science Department AP's office any day and at any time through her open-door policy.

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.

After each meeting, the bilingual coordinator keeps a log of the date and time and some of the logistics of the conversation. In addition, she sends out an email to the team or an anecdotal via Skedula/Pupilpath that can include parents/student/staff/ or make it confidential if necessary. Most meetings are in person; however, some are via phone calls.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are invited to bilingual team meetings, to visit the school, to be part of school-wide events, and to visit our website to keep up with announcements and our school community. Presently, there are ELL parents on the board of the School Leadership Team, Title I Committee, Parent Association and the Bilingual Team. The parents are also part of our after-school and Saturday workshops that foster our school community service events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Software Agencies like PreK 12 Plaza.
5. How do you evaluate the needs of the parents?
Surveys
6. How do your parental involvement activities address the needs of the parents?

Most parents seem to choose either the Transitional Bilingual Program or the Freestanding ENL program. Many parents feel that there is an urgent need for their children to merge into the monolingual mainstream. Hence, some feel that a smooth transition into English is beneficial while others feel that total immersion is better. We have no parent request a Dual Language Program. Additionally, because this is a high school, the parents also consult with the student. We discuss the student's concern as well as the parents concerns. We try our best to give the parents and students their requests if we have the resources available. The new ELL coordinator and the Parent Coordinator keep close contact with the ELL parents and students.

Parents are also invited to school events by our Parent Coordinator. Phone calls are made home weekly and six progress reports are sent home annually.

All the letters sent out to parents from the school are in English, Spanish, Chinese, and/or any other necessary language available through the DOE ELL Website. Additionally, the Parent Coordinator often invites ELL parents with her to multicultural meetings and she posts informative booklets in English and Spanish. The school nurse has staff that speaks Spanish and their health literature is found in both English and Spanish. Two of the school's counselors are bilingual, and they are all equipped to assess New Comers and direct them to the ESL Coordinator. Our school library also carries novels printed in Spanish. Our ELL Coordinator is responsible for sending letters out to parents and it's done so in languages available through DOE ELL website.

September 8, 2015 - Introduction of TBE/ESL

October 13, 2015 (4 to 8 p.m.)- "Noche de Ciencias" Event - Informational Session for parents on College admissions and application process (CUNY staff and Yecenia Delarosa)

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May 11, 2016 (4 to 6 p.m.) - Bilingual Cohort Transition into next grade level (Guidance Counselors and Yecenia Delarosa)

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.

We are a great team at MCSM. Mrs. Yecenia Delarosa has been working at this school for over 15 years and has an innate passion for the ELLs. This past school year she managed with the help of the Bilingual Team to get 100% of the ELLs to graduate, and over 45% with Advanced Regents Diplomas, and many with the Biliteracy Seal. This school year she wants to accomplish the same goal of 100% graduation and increase the number of students that earn an Advanced Regents Diploma. She is also building capacity by bringing on the Bilingual Math teacher to become the new Bilingual Coordinator. The goal of the team this year is to create interdisciplinary curricula.

School Name: MCSM		School DBN: 04M435	
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)
David Jimenez	Principal		10/28/15
Yecenia Delarosa	Assistant Principal		10/28/15
Zaida Santiago	Parent Coordinator		10/28/15
Julie Kraus	ENL/Bilingual Teacher		10/28/15
Maria Fernandez	Parent		10/28/15
Stephanie Gonzalez	Teacher/Subject Area		10/28/15
Rosa Chu	Teacher/Subject Area		10/28/15
	Coach		
	Coach		
Marcia Valle	School Counselor		10/28/15
Donald Conyers	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		
Renee Hamilton	Other <u>AP, ISS Dept.</u>		10/28/15
Angie Thomas	Other <u>ESL Teacher</u>		10/28/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **04M435**

School Name: **Manhattan Ctr for Science & Math**
Superintendent: **Donald Conyers**

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.

Our school uses home language indicators on ATS, parent conversations, and parent surveys to determine written translation and oral interpretation needs. The parent's preferred languages for both written and oral communication is either English, Spanish, Chinese Mandarin, French, Arabic, Bengali, Russian and Philipino.

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.

The following are our written translation and oral interpretation needs: 1) all parent memos, letters and fliers need to be provided in English and Spanish 2) all phone master messages must be sent in home language of students 3) simultaneous translation done by the Parent Coordinator in Spanish and English during Parent Association meetings and workshops need to be accessed through translating equipment 4) During open house events, parent-teacher conferences, and other school-wide events translators are needed for better communication, not only in Spanish but in Asian dialects like Mandarin, French, Arabic, Bengali, Russian and Philipino.

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.)

School letters, fliers, memos to parents are translated into Spanish throughout the entire school year. This is done by the Parent Coordinator, Bilingual Coordinator, Spanish content and other teachers. Certain documents are downloaded from the NYC DOE website, already translated, and provided to parents. When NYC DOE translations are not available, then our staff collaborates in translating the documents. We plan to have events and contact an interpretations vendor in a timely manner during June's orientation conference, September's back to school orientation, Parent-Teacher Conferences, or any parental visit to our school.

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 oral interpretations services we provide are: 1) master phone messages in students' home language as indicated in ATS 2) simultaneous translations (using equipment) in Spanish and English for all Parent Association meetings and workshops provided by the school Parent Coordinator 3) attendance teacher is bilingual, the Parent Coordinator provides translation during the registration process and open houses, and school aides/PPS secretary provide translation when making attendance phone calls. Our bilingual staff helps with oral translations whenever a parent is in our school building and needs the services. Our school plans to disseminate parent-facing documents and submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.

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.

1) Parents Bill of Rights are available upon registration & through the Parent Coordinator and Guidance Department 2) Availability of translation services are posted in the Parent Coordinator's office bulletin board 3) The safety plan includes procedures that ensure that all parents have access to administrative communication regardless of language barriers 4) The school is aware that the NYC DOE has a translation service to provide memos and documents to parents in 8 official languages so that correspondence is understood by parents 5) The schools website will provide information in each of the

covered 8 languages with regard to the rights of parents to having translation services provided when needed.

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.

1) Interpretation services will be provided by our bilingual staff over-the-phone; and on-site interpreters are provided in-house by bilingual school staff.

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.)

Staff is advised of all services during Faculty meetings and Cabinet meetings; communicate over email to request for anticipated translation services; use NHS for services especially during PTC; and have Tuesday nights to acquire translation services for parental outreach.

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

1) Parents Bill of Rights are available upon registration & through the Parent Coordinator and Guidance Department 2) Availability of translation services are posted in the Parent Coordinator's office bulletin board 3) The safety plan includes procedures that ensure that all parents have access to administrative communication regardless of language barriers 4) The school is aware that the NYC DOE has a translation service to provide memos and documents to parents in 8 official languages so that correspondence is understood by parents 5) The schools website will provide information in each of the covered 8 languages with regard to the rights of parents to having translation services provided when needed.

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)

1) Surveys received are accounted by our secretarial staff, school aides, parent coordinator, bilingual coordinator and bilingual department supervisor. In addition, parents can call our school phone or communicate with any staff member via email using our school website to express their questions or concerns on the quality and availability of services.