

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M575

School Name:

MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL

Principal:

MICHAEL TOISE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Manhattan Comprehensive Night and Day High School School Number (DBN): 02M575
Grades Served: 10, 11, 12
School Address: 240 Second Avenue
Phone Number: 212.353.2010 Fax: 212.353.1673
School Contact Person: Michael Toise Email Address: mtoise@schools.nyc.gov
Principal: Michael Toise
UFT Chapter Leader: Geraldo Maldonado
Parents' Association President: Felicia Washington
SLT Chairperson: Michael Toise
Title I Parent Representative (or Parent Advisory Council Chairperson): Pauline Amegbedji
Student Representative(s): Diadia Ndiaye
Abderrahmane Kadi

District Information

District: 2 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 EAST NEW YORK AVENUE
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-778-7305 Fax: _____

Borough Field Support Center (BFSC)

Manhattan (Districts 1, 2, 3, 4, 5, 6)
BFSC: 2, 3, 4, 5, 6 Director: Yuet Chu
Director's Office Address: 333 7th Avenue
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 917-705-5856 Fax: 718-923-5146

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)
Michael Toise	*Principal or Designee	
Geraldo Maldonado	*UFT Chapter Leader or Designee	
Felicia Washington	*PA/PTA President or Designated Co-President	
Jonela Hasani	DC 37 Representative (staff), if applicable	
Pauline Amegbedji	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Iulius Moldovan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Pema Jamtshok	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Margaret Aylward	CBO Representative, if applicable	
Milagros Yrrizarry	Member/ Parent	
Judith Mendell	Member/ Parent	
Elizabeth Acerra	Member/ Teacher	
Betsy Colas Taylor	Member/ Parent	
Jaime Hungria	Member/ Parent	
Windsor Tastaca	Member/ Teacher	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission and Vision

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

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

Our instructional program focuses on the improvement of student literacy across the curriculum. We achieve this by implementing the Common Core Learning Standards and the Regents curricula in the content areas, a freestanding ESL program, and bilingual programs for our Chinese and Hispanic students, advanced courses in Mathematics and English Language Arts (ELA), and a Least Restrictive Environment (LRE) School Team Plan for our new continuum students.

In order to ensure that students receive the appropriate services they need to succeed, we engage in constant monitoring of attendance and academic performance, and in providing appropriate academic and social intervention. Intervention may take the form of counseling, parent-teacher-student conferences, supplementary instruction, group and individual tutorials, and the provision of social welfare supports such as medical, housing, legal, and employment assistance.

Demographics

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

02M575 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	766	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	1	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.5%	% Attendance Rate		73.3%
% Free Lunch	73.8%	% Reduced Lunch		6.3%
% Limited English Proficient	46.2%	% Students with Disabilities		5.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		37.6%
% Hispanic or Latino	35.4%	% Asian or Native Hawaiian/Pacific Islander		22.1%
% White	4.6%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.55
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	72.7%	Mathematics Performance at levels 3 & 4		78.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		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		NO
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		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	NO	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			

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.

After a review of the new Common Core Learning Standards, the new Common Core ELA regents, performance trends on the ELA Regents exam, the U.S. History Regents Exam and the Global History Regents exam, we have ascertained that schoolwide we need to focus on improving student writing across the curriculum with a specific focus on integrating the teaching of writing across ELA and Social Studies.

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.

We will develop an integrated approach to the teaching of writing to improve student performance on the essay portion of the ELA, U.S. and Global History exams. We will raise our schoolwide average on the essay component by 0.5 points in each exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School leadership will develop schoolwide plan for writing instruction.</p>	<p>School Leadership</p>	<p>7/1 – 9/4</p>	<p>Michael Toise Irene Lau</p>

			Raquel Hernandez
Professional Learning focused on Integrating the Teaching of Writing, Including support for ELL and IEP students.	ELA, ENL and Social Studies Teachers	9/8 – 6/26	Michael Toise Irene Lau Raquel Hernandez
Parent Workshops on Teaching Writing Across the Curriculum	Parents	9/8 – 6/26	Gisell Martinez, Michael Toise

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.											
<ul style="list-style-type: none"> • Superintendent Support • Scheduled Professional Learning Time 											
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	X	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.											
<ul style="list-style-type: none"> • Review of student data from December 2015 periodic assessments results to benchmark 0.5 gain. • Review of January Regents exam data results to benchmark 0.5 gain. • Final review of June Regents exam data results to benchmark 0.5 gain. 											
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.

Based on a review of Student Referrals and anecdotal teacher reports the need to improve our approach to supporting student behavior in order to create a positive learning environment in which all students can be successful.

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.

Our school will develop and implement a Positive Behavioral Plan to enrich our school culture to better support the academic achievement of all students. Our progress will be monitored against the results of the School Environment Survey moving to above average.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
Develop a Positive Behavioral Support Plan	Administration	7/1 – 9/8	Michael Toise Guidance AP
Professional Learning focused on Integrating Positive Behavioral Supports into the culture of the school	Teachers	9/8 – 6/26	Michael Toise

			Guidance AP
Implementation of Positive Behavioral Support Plan	Students	9/8 – 6/26	Guidance AP

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.											
Allocation of Professional Learning Time											
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.
School developed and implemented School Environment Survey which closely mirrors official DoE survey to assess progress on enhancement of school culture.
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.

Based on an staff surveys and anecdotal reports it was identified that as a school we need to provide greater opportunities for teachers to collaborate and support each other’s professional learning.

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, M measurable, Achievable, Relevant, and Time-bound.

Our Professional Learning Committee will develop a Professional Learning Plan in which 100% of our teachers will participate as active, empowered members in Professional Learning Communities. 100% of all PLC's will create a work product which enhances teaching and learning at our school by June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Development of Professional Learning Plan	All Pedagogues	7/1 – 6/26	Michael Toise
Formation of Professional Learning Communities	Teachers, Administrators	9/8 – 9/15	Michael Toise

Implementation of Professional Learning Communities	Teachers, Administrators	9/15 – 6/26	Michael Toise

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.											
Superintendents Support											
SBO to Support Creation of Professional Learning Communities											
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.											
By 9/30 formation of Professional Learning Communities											
11/3 First Check Point Professional Learning Community Share Out											
2/1 Second Check Point Professional Learning Community Share Out											
6/9 Third Check Point Professional Learning Community Share Out											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
-
- After an evaluation and review of student performance data (both departmental and state assessments), trends indicated students struggled with effective essay writing.
 - School administration will then review this data together with teachers in order to make strategic decisions about supporting writing across the curriculum.

Part 2 – Annual Goal

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

In order to continue to build leadership capacity among members of the school administration and model for teachers the practice of data-driven decision making - principal and assistant principals - will continue to conduct three cycles of data analysis as it relates to student writing to discern trends and modify curriculum to support student achievement by June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<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. 	All students and	7/1 – 9/4	Michael Toise,

	subgroups: ELLs, IEP		Assistant Principals Irene Lau Mark Testa Raquel Hernandez Johnny Ventura
Disseminate and share findings with respective departments, develop action plan with departments on how to best incorporate findings into practice (i.e. if students are struggling with the topic of Neolithic revolution, then teachers should consider how to cover topic more extensively).	Assistant Principals, Teachers	PL days, 11/3	Michael Toise, Assistant Principals Irene Lau Mark Testa Raquel Hernandez Johnny Ventura
Revise curriculum to deeply embed findings from regents and departmental exams to better support writing instruction			

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.										
<ul style="list-style-type: none"> • With support from our in-house computer technician, we can compile regents and departmental data to complete the item analysis. • Administration will meet during regularly scheduled cabinet meetings. • Administration and faculty will meet in their respective departments to share and use data. 										
Part 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.
-By 11/3/2015, Chancellor's Conference Day, first round of regents exam analysis will be completed from results of the 2041-15 school year and curricula adjustments made.
-By 2/1/2016, Chancellor's Conference Day, second round of regents exam analysis will be completed from results of the 2041-15 school year and curricula adjustments made.

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.

Our student demographics reflect our older population of students who often have adult responsibilities. In order to better support these students we have re-applied with our CBO for a Learning-to-Work Grant.

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.

We will work with our CBO to more effectively implement our Learning-to-Work grant to fill 100% of our 65 LTW positions by June 2016.

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>
<p>Apply for Learning-to-Work Grant</p>	<p>Overage, Under-credited students</p>	<p>6/28</p>	<p>Michael Toise, Margaret Aylward</p>

Develop Effective Program Referral for Learning-to-Work Grant	Overage, Under-credited students		
Parent Workshop on Learning-to-Work Grant	Parents		

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.											
LTW Grant money											
Assistant Principal of Guidance											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
<u>The marking periods for the semester will serve as checkpoints to evaluate program effectiveness based on the number of LTW slots filled.</u>
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)	Diagnostic exams Departmental benchmark exams Regents Exams Classroom grades Teacher recommendations	Foundational literacy Domain specific literacy Close reading Structured and scaffolded writing	Tutoring One-to-one Group	Before school day After school day Push-in Saturdays
Mathematics	Diagnostic exams Departmental benchmark exams Regents Exams Classroom grades Teacher recommendations	Visual and graphic depictions of problems Student think alouds Formative assessment data provided to students Peer-assisted learning activities.	Tutoring One-to-one Group	Before school day After school day Push-in Saturdays
Science	Uniform departmental exams Regents Exams Classroom grades Teacher recommendations	Discipline specific literacy instruction Visual aids Peer-assisted learning activities	Tutoring One-to-one Group	Before school day After school day Push-in Saturdays
Social Studies	Uniform departmental exams Regents Exams Classroom grades	Discipline specific literacy instruction Visual aids Scaffolded writing	Tutoring One-to-one Group	Before school day After school day Push-in Saturdays

	Teacher recommendations	Peer-assisted learning activities		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Uniform departmental exams Regents Exams Classroom grades Teacher recommendations	Individual counseling Speech therapy Executive function training	One-to-one	During school day

Section 7: Title I Program Information

Directions:

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers participate in the development of uniform departmental exams and diagnostic assessments. These exams are revised each semester. Teachers participate in departmental analysis and review of assessment data on conference days and in individual conferences with departments assistant principals.

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	420,378.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	40,316.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,025,481.00	X	

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>352</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>8</u>
of content area teachers: <u>1</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: _

Rationale:

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

Subgroups:

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

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

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

LOI: English

and types of certified teachers: Two ESL certified teachers

Types of Materials: ESL curriculum, literature, short stories

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

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

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

LOI: English

and types of certified teachers: One ESL certified teacher

Types of Materials: ESL curriculum, literature, short stories

Description: Direct instruction (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided reading, listening, viewing). Indirect

Part B: Direct Instruction Supplemental Program Information

instruction (problem solving, case studies, inquiry, reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, close reading). These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams essays in the following areas: Meaning, Development, Organization, Language Use, Conventions

- Program #3: Supplemental direct instruction to complement core ESL courses and services
Schedule and Duration: AFTER SCHOOL: Fall 2014, Spring 2015 (29 Sessions, Fridays, 3 hours)

LOI: English

and types of certified teachers: Two ESL certified teachers

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

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

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

LOI: English

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

Types of Materials: ESL and Math Curriculum

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

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

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

LOI: English

and types of certified teachers: Two ESL teachers

Types of Materials: ESL (Edge Curriculum)

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

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

- This program will continue through 2015-2016.

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Part C: Professional Development

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

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

Begin description here: _

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

Part D: Parental Engagement Activities

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

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

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

In addition, we also provide on various dates:

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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 02	Borough Manhattan	School Number 575
School Name Manhattan Comprehensive Night and Day 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 Michael Toise	Assistant Principal Irene Lau
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elizabeth Acerra	School Counselor type here
Teacher/Subject Area Windsor Tastaca	Parent type here
Teacher/Subject Area type here	Parent Coordinator Gisell Martinez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	11	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	14
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	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	2	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)	771	Total number of ELLs	439	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 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	439	Newcomers (ELLs receiving service 0-3 years)	380	ELL Students with Disabilities	9
SIFE	51	Developing ELLs (ELLs receiving service 4-6 years)	31	Long-Term (ELLs receiving service 7 or more years)	28

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	380	35	2	31	5	1	28	11	6	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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											51	66	43	0
Chinese											56	29	11	0
Russian											2	2	2	0
Bengali											11	5	3	0
Urdu											3	0	1	0
Arabic											8	4	1	0
Haitian											17	12	8	0
French											17	13	6	0
Korean												1		0
Punjabi											1	2		0
Polish												3		0
Albanian												1		0
Other											27	27	6	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)											52	35	14	0
Emerging (Low Intermediate)											53	40	22	0
Transitioning (High Intermediate)											35	22	6	0
Expanding (Advanced)											45	52	32	0
Commanding (Proficient)											8	16	7	0
Total	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											2	12	18	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											11	28	26	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	77		63	
Integrated Algebra/CC Algebra	85	18	44	6
Geometry/CC Algebra	13		11	
Algebra 2/Trigonometry Math _____	2		2	
Chemistry	0		0	
Earth Science	14	1	8	
Living Environment	50	4	37	
Physics	7		7	

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	38	14	20	3
Geography				
US History and Government	53	1	38	
LOTE	20		20	
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.

Our school uses both department created assessments and an online lexile assessment from National Geographic's Cengage Learning to measure literacy skills. The department diagnostic and periodic assessments help measure student's ability to read and write. The reading and accompanying multiple choice question results are aligned to specific reading skills, and the writing provides insight into student's past experiences in grammar and sentence structure. These results allow us to effectively provide students with the support they need. Once a student is placed into an ESL class, teachers also administer the online lexile assessment to gather more specific data about student reading levels.

We have six levels of ESL

 - ESL 1 Entering
 - ESL 2 Emerging Low
 - ESL 3 Emerging High
 - ESL 4 Transitioning
 - ESL 5 Expanding
 - ESL 6 Commanding

Initial determination of early proficiency levels is achieved through the LAB-R, our in-house reading comprehension and writing intake assessments, as well as any additional first week writing assessment to confirm proper placement of our ELL students. Our DY0 periodic assessment given every semester, serves as our promotion exam. We administer it three to four times a year in order to determine appropriate placement within two degrees of proficiency in each of our six levels of ESL.

During the school year 2014 - 2015, our school adapted a new ELL curriculum (National Geographic EDGE) which is aligned to the Common Core Learning Standards. This new curriculum provides our 6 levels with a level of consistency in rigor and alignment to the Common Core Learning Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Based on the 2014 - 2015 NYSESLAT results, we noticed that a majority of our students performed at the entering, emerging, transitioning, and expanding levels. This accounted for 92.4% of the student population. Only 6% of our students performed at the commanding level. The distribution of the all of the performance levels are: Entering 22.41%, Emerging 25.43%, Transitioning 13.79%, and Expanding at 30.60%. These data patterns reveal that our students continue to need on-going English language acquisition support in both the ESL standalone classes, and integrated content support. Through the CR-ITI grant, we were able to give an additional 10 teachers/administrators the opportunity to receive an additional teaching certificate in ESOL. With this, we will be able to provide students with both standalone and additional integrated content support.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We evaluate the success of our programs for ELL's through many avenues, including meeting AYP, School Quality Reviews, Periodic Assessment promotion/pass rates. Based on the 2014 - 2015 NYSESLAT results, we noticed that a majority of our students performed at the entering, emerging, transitioning, and expanding levels. This accounted for 92.4% of the student population. Only 6% of our students performed at the commanding level. The distribution of the all of the performance levels are: Entering 22.41%, Emerging 25.43%, Transitioning 13.79%, and Expanding at 30.60%. These data patterns reveal that our students continue to need on-going English language acquisition support in both the ESL standalone classes, and integrated content support. Through the CR-ITI grant, we were able to give an additional 10 teachers/administrators the opportunity to receive an additional teaching certificate in ESOL. With this, we will be able to provide students with both standalone and additional integrated content support.

In order to increase the performance of four ELLs on the ELA Regents, NYSESLAT and graduation rate, we will:

1. Increase access to rigorous and informational texts through the use of arts in the classroom, i.e. partnering with Urban Arts
2. ENL/ELA curriculum integration and CCLS realignment using EDGE curriculum
3. Intensive independent reading program for all ELL students in their ENL classrooms, with an emphasis on targeted reading strategies
4. Close reading and writing strategies will be discussed at departmental planning and school-wide professional development. We will follow our inquiry process of exploring strategies, co-planning, and then evaluating student work. As a department, we will continue to update and modify our curriculum maps based on student work and feedback from teachers.

4. For each program, answer the following:

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

a. Based on the 2014 - 2015 NYSESLAT results, we noticed that a majority of our students performed at the entering, emerging, transitioning, and expanding levels. This accounted for 92.4% of the student population. Only 6% of our students performed at the commanding level. The distribution of the all of the performance levels are: Entering 22.41%, Emerging 25.43%, Transitioning 13.79%, and Expanding at 30.60%. ELLs in comparison to their mainstream counterparts fare pretty evenly on all departmental and school wide assessments. The regents exams in Science have similar passing rates, there is a trend among the other state exams where ELL students may take regents exams multiple times before achieving a passing score, such as the Algebra Common Core.

b. Based on the 2014 - 2015 NYSESLAT results, we are redesigning our ELL periodic assessments in order to be more rigorous and Common Core aligned. Additionally, we continue to explore our use of the EDGE curriculum. To support our ELLs in achieving greater success on content Regents exams, we provide additional tutoring through our Title III funds, and supplementary support courses after school.

c. The school has learned that our results from the new NYSESLAT of 2014 - 2015 are not yet fully aligned to our in-house proficiency system. Therefore, we are updating and rewriting our periodic assessment. Additionally, we introduced AP French this year to assist our students make deeper connections between their home language and English. We offer three language Advanced Placement courses (Chinese, Spanish, and French). Native Language Arts in Chinese, Spanish, and French focus on literary selections, from the classical to the contemporary. The instructional strategies for NLA are similar to those of ELA, focusing on SED standards for reading and writing. Students analyze plays, novels, poems, and short stories.

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](#).]
Paste response to question here:

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

The majority of our ELLs are newcomers, less than 3 years in US schools. These students have trended for the last three years to be placed in levels 1 and 2 ESL as the result of DYO periodic assessment. Our newcomer students benefit particularly from our skills-based curriculum and materials targeted for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: National Geographic's EDGE curriculum, The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating for our newcomers ELLs. All ESL teachers use laptop carts in the classroom and teachers have

now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as newcomers. Our 17 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ENL classes, as well as within integrated content area support.

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

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

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

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

Currently we do not offer a dual language program, our parents and adult students have selected the Freestanding English as a Second Language (ESL) program that provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language is available in our AP French, Chinese, and Spanish courses, along with the various translation services in our school community.

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

We evaluate the success of our programs for ELL's through many avenues, including meeting AYP, School Quality Reviews, Periodic Assessment promotion/pass rates. We met our state AYP 2014-15 in Math and ELA for ELL's. The following are the findings of our most recent School Quality Review from May 1-2, 2012: "The review of documents, lesson observations, and interviews with school leaders and members of staff demonstrated to the review team that the school is integrating the new P - 12 Common Core Learning Standards (CCLS) into its instructional plan by creating curriculum maps and projects based on the CCLS. These projects are specifically designed to meet the needs of all students, including ELLs. Teachers further differentiate these projects to address the needs of individual students. In addition, teachers encourage ELLs to refer to native language dictionaries, which are accessible in classrooms. There are limited amounts of other materials available in native languages that would increase student access to the curriculum and provide additional support for ELLs in raising their levels of achievement. Based on a document review, interviews and classroom observations, the review team found sufficient evidence that teachers support all students, including ELLs, by using school - created, teacher made, and standardized assessments to differentiate instruction and create flexible groups in class. Teachers frequently help students understand how to improve their work by facilitating peer - to - peer discussions. Students review each other's work, provide and receive both written and oral feedback on their class work from their peers, and have opportunities to improve their work based on peer feedback. Although the work that is displayed has some relevant and specific feedback, referencing a task - specific rubric, there is little student work posted in most classrooms and hallways. This limits opportunities to

provide students with actionable next steps to improve their work. As a result of these findings we have been posting more task specific rubrics and student work in classrooms and hallways. " We recently had a School Quality Review for the school year 2015 - 2016 where we earned a proficient in 1.1, 1.2 and well-developed in 2.2, 3.4, and 4.2.

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.

As outlined in the ELL Policy and Reference Guide, our school district in New York City outlines the types of programs available to ELL students and their families. When a new ELL student enters our school, we begin the "determining ELL status." This includes the following steps:

1. Our school administers the Home Language Survey
2. If our student's home language is other than English, then we continue the process
3. Students will then take the NYSITELL with 10 days, be interviewed for choice of program, determine if students are of SIFE status

During our intake testing days, all ELL students and their accompanying parents watch the DOE Orientation for Parents of Newly Enrolled English Language Learners in their native languages where they are informed of the three types of programs available for ELLs. They are assisted by licensed native language school employees, ENL teachers, should they have any questions about the programs. After their questions are answered they fill out the Parent Survey and Program Selection Form. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE we will adjust our program to meet those needs.

In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work Part IV: ELL Identification Process Page 38 with parents to align programs that ensure parent involvement. The initial screening, LAB-R and the HLIS survey are given by the following ESL licensed pedagogues: Wei Chen, Elizabeth Acerra, Laura Fleder. Mr Tastaca and Ms. Acerra are speakers of Spanish. Mr. Chen is a speaker of Mandarin and Fujianese. Ms. Laura Fleder is a speaker of French. On the same day of student registration, the LAB-R is given after students register. In addition, Spanish speakers are given the LABR in Spanish on the same day. Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing exams and annual progress is determined through the NYSESLAT and our newly created DY0 periodic assessment. The periodic assessment serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of six levels of ESL.

2. 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 order to identify Students with Interrupted/Inconsistent Formal Education, we conduct the oral interview questionnaire/SIFE questionnaire at the start of the in-take process and the LENS (literacy evaluation for newcomer SIFE). Additionally, teachers are aware of this criteria. Students are also required to take a placement test when they enter where we can determine their reading and writing abilities for appropriate placement. Within the first week of classes, we also administer an initial diagnostic assessment. Teachers will then provide supporting documentation (sample student work, or through informal conversations to notify administrators and the ELL in-taken team within 30 days of enrollment. We also have a mandated process where Guidance Counselors and members of our CBO meets with every new ENL student for an initial conference to determine any social and emotional needs.

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).

Our Language Proficiency Team includes our Assitant Principal of Special Education, our ELL coordinator, Assistant Principal of ENL/ELA, and an ENL Teacher. During our initial interview with the student, if the student is entering our school with an IEP, we will consult with the team to determine the NYSITELL eligibility. To determine this eligibility, the team must consider (evidence of the student's English language development, the student's history of language use in the school and home/community, review of assessments administered in the student's home language (if any), and whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Then the LPT will make a recommendation. If the team determines that the student does not have English language acquisition needs and should not take the NYSITELL, the principal must then review this recommendation. The principal then makes a recommendation to the Superintendent or their designee and will have

10 days to accept or rejects the LTP's recommendation. Additionally, we will inform the parent or guardian within 3 days of the decision in the parent's/guardian's preferred language.

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.

Once we conclude our "determining ELL status" process, we follow up with students and parents regarding program selection. Since most of our students are adult students (18 years of age) and living away from their families and guardians, we ensure that we have a meeting with each student and parent (if available) to explain the program options. We have interpretation services for these meetings (we have adult native speakers of Mandarin, Cantonese, Spanish, French, Albanian, Wolof). Adult students and parents are then notified through mail where it is translated into the students' home language. Within 5 days of ELL determination, we send out an entitlement letter, non-entitlement letter or a continued entitlement letter. This letter will be dated and the signed letters will be retained in the student's cumulative folder. I

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).

The right to appeal ELL status within 45 days of enrollment is called the re-identification of ELL status. This process can be utilized for students who have a home language other than English, and are ELLs and non-ELLs. We will inform parents at enrollment that they have the right to appeal ELL status. We will also translate letters and provide adult students along with their parents/guardians an explanation of this right to appeal. The re-identification process includes the following individuals: 1) School receives written request to initiate the re-identification process, such as a letter from parent to our Principal (Michael Toise), or Assistant Principal (Irene Lau) 2) the ELL coordinator (Windsor Tastaca) and team will review all documents related to the initial or reentry identification process 3) We review the student's work in English and home language 4) We may administer the NYSITELL to the student if the original determination was the atht estudent should not be adminisitered the NYSITELL. Under no circumstances can we include a second administration of the NYSITELL 5) Our school will consult with parent or guardian

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.

We currently have translated letters that explains all the three program choices (transitional bilingual education, dual language, and freestanding ENL), and when students are first enrolled, we show the video that explains each program choice available. When students first go through the ELL identification process, our adult students and their guardians are notified about their ELL status, and we provide this information during an initial orientation. After parents are informed of all three program models at the parent orientation, we provide parents with a parent survey and program selection form in the parents preferred language, where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 calendar school days, and since we do not offer a biliangual program, the student will be placed in ENL. We will continue to document and include attemps to gather this initial parent selection preference. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work Part IV: ELL Identification Process Page 38 with parents to align programs that ensure parent involvement. The initial screening, LAB-R and the HLIS survey are given by the following ESL licensed pedagogues: Windsor Tastasca, Wei Chen, Elizabeth Acerra, Laura Fleder. Mr Tastaca and Ms. Acerra are speakers of Spanish. Mr. Chen is a speaker of Mandarin and Fujianese. Ms. Laura Fleder is a speaker of French.

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.

Many of our students are adult students. However, we reach out to parents whenever possible to ensure the Parent Surveys and Program Selection forms are returned in a timely manner. We have a dedicated ELL coordinator (Windor Tastaca) and assistant who manages this process. We follow-up with every single student. Every student who is enrolled has a program choice form in their permanent files. Our ESL licensed pedagogues: Windsor Tastaca, Wei Chen, Elizabeth Acerra, Laura Fleder. Mr Tastaca and Ms. Acerra are speakers of Spanish. Mr. Chen is a speaker of Mandarin and Fujianese. Ms. Laura Fleder is a speaker of French. These pedagogues assist our ELL coordinator in reaching out to parents and families.

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

We ensure that every Parent Survey and Program Selection form is complete. Therefore we do not have any incomplete forms that need to be returned. We have a dedicated ELL coordinator (Windsor Tastaca) and assistant who manages this process. We follow-up with every single student. Every student who is enrolled has a program choice form in their permanent files. Our ESL licensed pedagogues: Windsor Tastaca, Wei Chen, Elizabeth Acerra, Laura Fleder. Mr Tastaca and Ms. Acerra are speakers of Spanish. Mr. Chen is a speaker of Mandarin and Fujianese. Ms. Laura Fleder is a speaker of French. These pedagogues assist our ELL coordinator in reaching out to parents and families.

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

We mail our translated parent notification forms home, and provide all students with a copy as well. Our ELL Coordinator, who is a licensed pedagogue Windsor Tastaca is responsible for this work.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each ELL student has a permanent file housed in our department office. Within the file, we include documents such as the HLIS, and entitlement letters/non-entitlement letters. Our ELL Coordinator, who is a licensed pedagogue Windsor Tastaca is responsible for this work.
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.
To ensure that all of our ELL students take all sections of the NYSESLAT, we do the following:
1) We inform families and students about this test via translated messages in the mail, and through announcements in each class
2) We provide a modified schedule in order to accommodate the NYSESLAT and we provide the necessary makeup time to all students
1. We use the ATS RLER report for a list of NYSESLAT eligible students.
2. To ensure that we administer the reading, listening, and writing subtests during the administration window, we do the following: we plan accordingly since we only have 10 school days in which we administer the non-speaking subtests, and assign a sufficient number of staff and adjust our school schedule to ensure we administer to all NYSESLAT eligible students the reading, listening, and writing. We will then follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL services this school year and contributes to our promotional decisions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. We mail our translated parent notification forms home, and provide all students with a copy as well. Our ELL Coordinator, who is a licensed pedagogue Windsor Tastaca is responsible for this work.
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).
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents and adult students request is 98% for the freestanding ENL program. This is the program model that is offered at our school. We also provide Native Language Arts classes in Chinese, Spanish, and French (starting in Fall 2015). The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. As our students are over aged and under credited ELLs, the vast majority select ed free standing ESL. Fewer than 25 out of 600 selected a bilingual program. If we notice a trend towards TBE we will adjust our program to meet those needs. The program model at our school is aligned with parent requests. If we notice a trend towards TBE ,we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

ELL instruction for ELLs is delivered via the Freestanding program at our school. We have a free standing self-contained ESL program in which students receive all instruction in English, with the addition of native language arts instruction in Chinese, Spanish and French. The number of ESL instruction units meet and exceed the NYS CR part 154 stipulations. We have six levels of English Proficiency (beginning, low intermediate, intermediate, advanced, and proficient - and we aligned the new NYSESLAT). Students are grouped homogeneously together based on their English Proficiency only for their ENL courses. As a result of our partnership with Touro College, we recently added 8 additional content teachers who also provide integrated content area support to our students. According to the CR Part 154.2, our students receive stand alone ESL content and integrated ESL support.

According to the CR Part 154.2, our students receive the following ENL minutes:

Entering (Level 1) 675 minutes of ENL instruction per week (mandated: 540 minutes)
Emerging Low (Level 2) 675 minutes of ENL instruction per week (mandated: 360 minutes)
Emerging High (Level 3) 450 minutes of ENL instruction per week (mandated: 360 minutes)
Expanding (Level 4) 450 minutes of ENL instruction per week (mandated: 180 minutes)
Commanding (Level 5) 450 minutes of ENL instruction per week (mandated: 90 minutes)

- b. TBE program. *If applicable.*

N/A

- 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)?

According to the new allocation of instructional minutes, we have explicit programming that ensures each English Proficiency level receives the minimum number of instructional minutes. Our beginners receive 540 minutes, our low intermediate students receive 360 minutes, our intermediate, advanced students receive 180 minutes, and our proficient students receive at least 90 minute of instruction each week.

According to the CR Part 154.2, our students receive the following ENL minutes:

Entering (Level 1) 675 minutes of ENL instruction per week (mandated: 540 minutes)
Emerging Low (Level 2) 675 minutes of ENL instruction per week (mandated: 360 minutes)
Emerging High (Level 3) 450 minutes of ENL instruction per week (mandated: 360 minutes)
Expanding (Level 4) 450 minutes of ENL instruction per week (mandated: 180 minutes)
Commanding (Level 5) 450 minutes of ENL instruction per week (mandated: 90 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.

Through intense and integrated collaboration between ENL and content teachers, instructional approaches used in ENL courses are also used in content area courses. With the assistance of the CR-ITI grant, nine additional teachers are currently enrolled in order to earn their additional certificate in TESOL certification. We regularly review our ENL and content curriculum to determine Common Core alignment.

ELLs are programmed into content area courses based on their ESL level. ELLs in Levels 1 & 2 are are programmed for introductory history elective courses. These courses are designed to introduce ELLs to the skills they will be require to mas ter by the time they sit for history regents exams. The curriculum in these courses focus on vocabulary and reading comprehension using simplified historical texts. ELLs in Level 3 are programmed for a double period Global History 1 & 2 semester long course. ELLs in this course have access to McDougal Littell's "World History" textbook and the companion Study Guide. The guide provides ELLs a summary of the key ideas covered in the comprehensive textbook. To best meet the academic needs of their ELL, content area teachers use multiple instructional strategies. The strategies include the following :

- > Think-Pair share brainstorming activities
- > Graphic- Thinking organizers
- > Vocabulary Word Walls
- > Differentiated group work

- > Visual aids (Power point presentations, posters, videos)
- > Audio summary of every chapter
- > Small Group Instruction
- > Dual language dictionaries and glossaries

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We do not offer TBE or Dual Language program at this time, therefore, we do not evaluate ELLs' native language throughout the year .
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Each semester, we administer a lexile test, a diagnostic writing, and a period assessment to evaluate English acquisition. Students are also given a listening and speaking assessment during class. Each proficiency level uses similar rubrics in order to measure student growth. Our DY0 periodic assessment given every semester, serves as our promotional exam. We administer it three times a year in order t o determine appropriate placement within two degrees of proficiency in each of our six levels of ESL. The majority of our ELLs are newcomers, less than 3 years in US schools. While our new ELL students used to trend in the beginning levels of literacy in English (LAB R and NYSESLAT B level = Levels 1 and 2 in our school DY0 assessments) they have been trending to the intermediate levels in the last two years (LAB R and NYSESLAT I level = Levels 3 and 4 in our school DY0 assessments.) We have adjusted our programming and curriculum accordingly. Because these students fall in the intermediate bracket equally in the areas of listening/speaking and reading/writing, we concentrate equally on all four areas in our curriculum. We provide courses in Spanish, Chinese, and French (Fall 2015).
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

a. Our SIFE students are particularly benefitted by our skills based curriculum and targeted materials for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our SIFE ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as SIFE. Our 11 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom. We provide a lot of sustained emotional and social support for our SIFE students. Additionally, we use our Title III funds in order to provide supplementary support since SIFE students often need remediation. Our newcomer students get an additional 45 minutes each day to support their learning. Our developing and long term students receive at least 360 minutes a week of designated ENL instruction.

b. The majority of our ELLs are newcomers, less than 3 years in US schools. These students have trended for the last three years to be placed in levels 1 and 2 ESL as the result of DYO periodic assessment. Our newcomers students are particularly benefitted by our skills based curriculum and targeted materials for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: The National Geographic EDGE curriculum, The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our newcomers ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as newcomers. Our 18 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom.

c. The students who have been identified as receiving 4-6 years have trended to be placed in levels 3-6 ESL as the result of DYO periodic assessment. These students receive tutoring provided by our CBO, Comprehensive Development Inc.

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

e. ELLs who have reached proficiency on the NYSESLAT are continued ELL accommodations on all Regents Exams for two years. ELLs who have reached proficiency on the NYSESLAT are provided support services at MCNDHS in a number of ways. Students considered proficient are also invited to participate in our school's Small Group Initiative, where teachers in small groups of no more than 5 students tutor them. The SGI groups meet twice a week, Mondays and Wednesdays, for the entire academic year. ELLs are given the flexibility to approach any teacher in any subject area they might be struggling in to request small group tutoring. ELLs who are proficient are also afforded extra tutoring services through the school's "Friday Regents Review." These 2 ½ hour Regents prep courses are offered on 8 consecutive Saturdays prior to Regents exam week and are available in all subject areas including English, Living Environment, Chemistry, Global History & Geography, United States History & Government, Geometry and Algebra. The Regents prep courses are an excellent resource for proficient ELLs who still have to pass a specific Regents exam or for ELLs who are re-taking a specific Regents exam in hopes of improving their original score. One final support offered to proficient ELLs are the college/career services provided by our non-profit partner, CDI. The "College & Career Office" of the Student Life Center, provides invaluable support to ELLs who are in the process of applying to colleges or career training programs. Many of the staff members of the College & Career Office are bilingual and can provide crucial translation services in Spanish, French and Chinese Mandarin, which account for the languages spoken by the majority of our ELL population.

7. 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.

After students have been re-identified as ELL or non-ELL based on an approved re-identification appeal, in order to ensure that the student's academic progress has not been adversely affected by the re-identification, we will monitor the student's progress, get teacher input and evaluation, and meet with the student throughout the semester. Our Assistant Principal, Irene Lau, based on the recommendation of the ELL Coordinator and licensed ESL pedagogues and in consultation with the parent/guardian will

ensure that the student's academic progress. If it is determined that the student's academic progress may have been adversely affected by the determination, the Principal and Assistant Principal will provide additional support services to the student such as using Title III funds to provide supplementary support.

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?

Through intense and integrated collaboration between ENL and content teachers, instructional approaches used in ENL courses are also used in content area courses. With the assistance of the CR-ITI grant, nine additional teachers are currently enrolled in order to earn their additional certificate in TESOL certification. We regularly review our ENL and content curriculum to determine Common Core alignment. We also provide students with access to bilingual glossaries with academic and domain specific vocabulary in all content areas to promote L1 use.

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of

in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods during both day and night classes. Included in this group of math tutors are individuals who speak Chinese, Spanish, and French. Peer math tutoring outside of regularly scheduled math classes is available for ELL students during period 10 and 11 in the student lounge downstairs in CDI from 2:20 to 4:00pm. The peer tutors are ELL students who have successfully completed the math course for which they provide tutoring, and have been recommended by their math teacher. Another form of math intervention available to ELL students outside of regularly scheduled math classes is volunteer math tutoring. Volunteer tutoring is conducted by a combination of current and former math teachers, and other adults proficient in math, that have received training from Learning Leaders. Volunteer tutors meet with ELL students individually, or in pairs, before or after their school day, or during the students' free period. ELL students may be assigned to attend peer or volunteer tutoring by their math teacher, or they may choose to attend on their own. Finally, ELL math students are encouraged by their math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June.

The new National Geographic EDGE curriculum provides access to online assessments as well as online supplementary support. We use this technology to provide students access to these materials anywhere they go (home, train, at work).

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 a SETSS program at our school that provides additional support to our ELL-SWDs to achieve their IEP goals while attaining English proficiency. Students are programmed for traditional ENL services, while adding supplementary support on their programs in the least restrictive environment.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

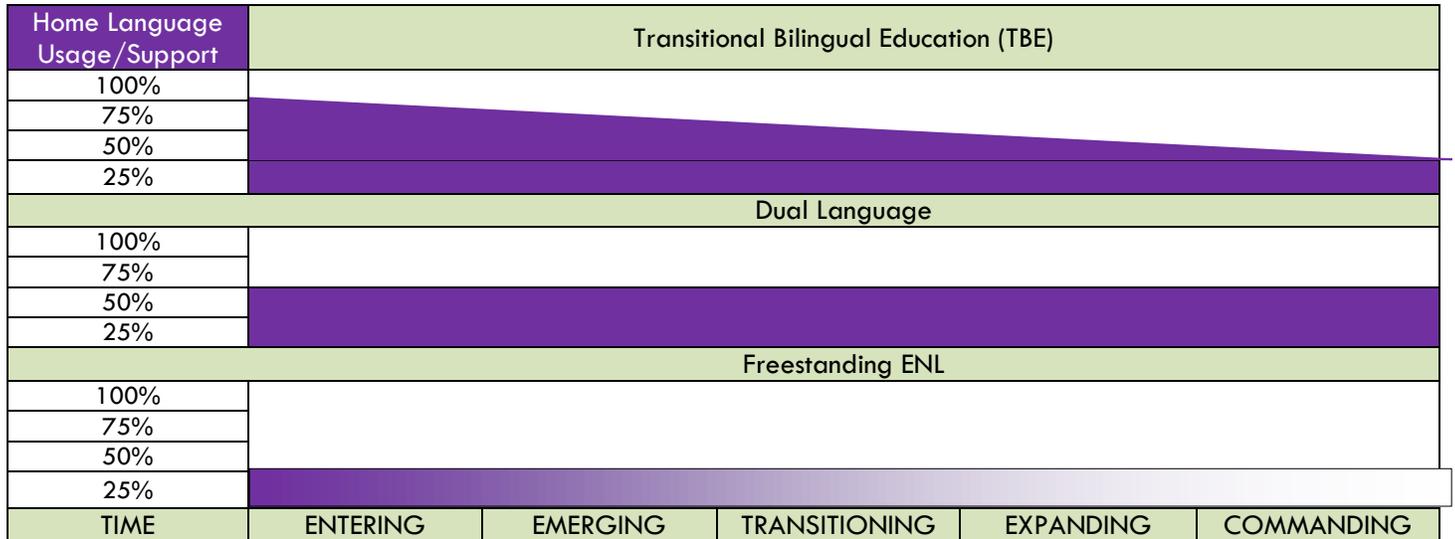


*Note “other approved services” does not apply to New York City at this time.

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.
Our targeted intervention programs for our ELL students in ELA, Math, and History included the use of our Title III funding to provide supplementary programs before school, after school and on the weekends. These dually certified teachers provided on-going tutoring to ensure they meet benchmarks toward state standards. These content area teachers meet regularly with ENL teachers to assess student needs in their language development.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students who were programmed for these supplementary services made significant gains on their language development and content area understanding. Many of these students were able to pass their regents exams in June because of this targeted intervention.
12. What new programs or improvements will be considered for the upcoming school year?
We would like to expand this program by inviting our newly dually certified teachers and offer additional content support including Earth Science and Living Environment.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our academic program includes Common Core aligned curriculum. All ELL students are afforded equal access to all school programs. We encourage 100% participation. Our ELL students also have access to all school clubs (Cooking, Environmental, DNA lab, Art, Chess, Student Government). We believe that students who build their social skills also foster confidence in their language development. We also provide Advanced Placement courses in English, US History, Chemistry, Physics, Calculus, Spanish, Chinese, and French. Students also have access to College Now courses. Since we have a majority of ELL students in our school population, ELLs are in every student club and extra curricular activity. Our Student Government has both ELL students and mainstream students.
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.
We use the National Geographic EDGE series for ELL students. We have online access to assessments, and supplementary learning materials for students to use at home. Each classroom in our school building is equipped with a Smartboard and laptop cart. Students also have access to home language glossaries, dictionaries, and notecards. In content area classes, manipulatives are used, as well as some translated materials. We encourage students to continue reading independently at home in their home languages. Our instructional materials include: National Geographic's EDGE, The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as SIFE. Our 18 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our ENL Freestanding program, we provide home language support in our language courses (Spanish, Mandarin, French). All ENL teachers also uses L1 instruction whenever possible in their classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We use the National Geographic EDGE series for ELL students. We have online access to assessments, and supplementary learning materials for students to use at home. Each classroom in our school building is equipped with a Smartboard and laptop cart. These materials are not only Common Core aligned, but also appropriate for each age group. They are also culturally diverse and meet the needs of our students.

The majority of our ELLs are newcomers, less than 3 years in US schools. These students have trended for the last three years to be placed in levels 1 and 2 ESL as the result of DY0 periodic assessment. Our newcomers students are particularly benefitted by our skills based curriculum and targeted materials for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: The National Geographic EDGE curriculum, The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which seems especially beneficial for differentiating toward our newcomers ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as newcomers. Our 18 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom.

c. The students who have been identified as receiving 4-6 years have trended to be placed in levels 3-6 ESL as the result of DY0

periodic assessment. These students receive tutoring provided by our CBO, Comprehensive Development Inc.

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

ELLs who have reached proficiency on the NYSESLAT are continued ELL accommodations on all Regents Exams for two years. ELLs who have reached proficiency on the NYSESLAT are provided support services at MCNDHS in a number of ways. Students considered proficient are also invited to participate in our school's Small Group Initiative, where teachers in small groups of no more than 5 students tutor them. The SGI groups meet twice a week, Mondays and Wednesdays, for the entire academic year. ELLs are given the flexibility to approach any teacher in any subject area they might be struggling in to request small group tutoring. ELLs who are proficient are also afforded extra tutoring services through the school's "Saturday Regents Review." These 2 ½ hour Regents prep courses are offered on 8 consecutive Saturdays prior to Regents exam week and are available in all subject areas including English, Living Environment, Chemistry, Global History & Geography, United States History & Government, Geometry and Algebra. The Regents prep courses are an excellent resource for proficient ELLs who still have to pass a specific Regents exam or for ELLs who are re-taking a specific Regents exam in hopes of improving their original score. One final support offered to proficient ELLs are the college/career services provided by our non-profit partner, CDI. The "College & Career Office" of the Student Life Center, provides invaluable support to ELLs who are in the process of applying to colleges or career training programs. Many of the staff members of the College & Career Office are bilingual and can provide crucial translation services in Spanish, French and Chinese Mandarin, which account for the languages spoken by the majority of our ELL population.

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).

Members of our orientation team include, Gisell Martinez (Parent Coordinator), Windsor Tastaca (ELL Coordinator), Irene Lau (Assistant Principal), and members of our in-take team Elizabeth Acerra, Wei Chen, and Laura Fleder. Combined, the orientation team speak Cantonese, Mandarin, Spanish, and French. Every newly enrolled ELL student will receive an Orientation regardless of when they enter during the school year. Parents also invited for the Orientation meeting. We also have a mandated process where Guidance Counselors and members of our CBO meets with every new ENL student for an initial conference to determine any social and emotional needs. All ELL students are afforded equal access to all school programs. We encourage 100% participation. Our ELL students also have access to all school clubs (Cooking, Environmental, DNA lab, Art, Chess, Student Government). We believe that students who build their social skills also foster confidence in their language development. We also provide Advanced Placement courses in English, US History, Chemistry, Physics, Calculus, Spanish, Chinese, and French. Students also have access to College Now courses. Since we have a majority of ELL students in our school population, ELLs are in every student club and extra curricular activity. Our Student Government has both ELL students and mainstream students.

19. What language electives are offered to ELLs?

We provide the following language electives: Spanish, Mandarin, AP Spanish, AP Mandarin, AP French (Fall 2015)

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

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.)
Since we have a significant population of ELL students, we provide professional development to all teachers and staff on a regular basis. We discuss specific language acquisition strategies, vocabulary support, reading support, and how to use the Common Core effectively in the classroom. We exceed the 15% of professional development mandate from CR154 because we meet weekly to discuss ENL instruction. This personnel includes: Gisell Martinez (Parent Coordinator), Windsor Tastaca (ELL Coordinator), Irene Lau (Assistant Principal), and members of our in-take team Elizabeth Acerra, Wei Chen, and Laura Fleder. Combined, the orientation team speak Cantonese, Mandarin, Spanish, and French. The secretary involved is Luz Garcia who works exclusively with our ELL department, she also speaks fluent Spanish.

We meet the first week of every month, and additionally, the department meetings take place bi-weekly. These meetings allow us to coordinate and collaborate more effectively.

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 ENL and ELA teacher regularly meets to discuss curriculum and Common Core alignment. During our departmental and professional learning community times, teachers discuss assessment data and curricular adjustments using the National Geographic EDGE curriculum. Teachers follow our inquiry cycle of examining a skill, co-planning, and then examining student work to best identify how to work with struggling, on-target, and advanced students. These meetings again happen bi-weekly.

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

Professional Development will be given on the following topics:

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

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

Responsible Staff Members: Principal, Assistant Principals

ESL department PDs are held on: 9/28, 10/6, 10/19, 10/20, 10/26, 11/9, 11/16, 11/17, 11/23, 12/1, 12/7, 12/14, 12/15, 12/21, 1/4, 1/5, 1/11, 1/19, 2/9, 2/22, 3/1, 3/7, 3/14, 3/15, 3/21, 3/28, 3/29, 4/11, 4/12, 4/18, 5/3, 5/9, 5/31

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

We exceed the 15% of professional development mandate from CR154 because we meet weekly to discuss ENL instruction. AP ESL attends weekly Guidance department meetings to inform and support counselors in their work with ELLs. Guidance Counselors are trained in how to analyze data resulting from DYO periodic assessments and program students accordingly. These meetings also include training in the psychological needs of ELLs entering and coping with a new environment. AP ESL attends weekly Guidance department meetings to inform and support counselors in their work with ELLs. Guidance Counselors are trained in how to analyze data resulting from DYO periodic assessments and program students accordingly. These meetings also include training in the psychological needs of ELLs entering and coping with a new environment.

Agendas are kept and referrals are created to keep record of this information.

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?

In addition to the mandated parent orientation meetings, Parent Teacher Conferences and School Leadership Team meetings, we provide regular parent meetings in order to discuss goals of the program, language development progress, language proficiency assessments results, and language development needs in all content areas. Minutes and agendas will kept as records. Personnel that can provide translation services include: Gisell Martinez (Parent Coordinator), Windsor Tastaca (ELL Coordinator), Irene Lau (Assistant Principal), and members of our in-take team Elizabeth Acerra, Wei Chen, and Laura Fleder. Combined, the translation team speak Cantonese, Mandarin, Spanish, and French. The secretary involved is Luz Garcia who works exclusively with our ELL department, she also speaks fluent Spanish.

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.

Our school meets individually with the parents or guardians of ELLs at least once a year, in addition to parent-teacher conferences, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, and student's language development progress, their English language proficiency assessment results, and language development needs in all content areas. We keep records of these meetings in our ELL office and also on our in-house database. Guidance counselors also need to meet with ELL students at least three times a year to discuss their academic performance and progress towards graduation.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In addition to the mandated parent orientation meetings, Parent Teacher Conferences and School Leadership Team meetings, we provide regular parent meetings in order to discuss goals of the program, language development progress, language proficiency assessments results, and language development needs in all content areas. We invite parents and adult students to come in for cultural and instructional meetings.

During these meetings we hope to

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? CDI (Comprehensive Development Inc.) is a CBO located in our school building. They offer a tremendous amount of services to our adult ELL students and parents including: housing, immigration, college/financial aid, job assistance support. Parents benefit from both walk-in visits and workshops hosted by our Parent Coordinator and ELL Department.

Personnel that can provide translation services include: Gisell Martinez (Parent Coordinator), Windsor Tastaca (ELL Coordinator), Irene Lau (Assistant Principal), and members of our in-take team Elizabeth Acerra, Wei Chen, and Laura Fleder. Combined, the translation team speak Cantonese, Mandarin, Spanish, and French. The secretary involved is Luz Garcia who works exclusively with our ELL department, she also speaks fluent Spanish.

5. How do you evaluate the needs of the parents?

We continue to meet with parents, but we also meet regularly with our adult students. In our student intervention meetings, our weekly professional development meetings, our CBO, and cabinet meetings along with our Parent Coordinator discuss the trends of needs of parents and build in support.

Gisell Martinez, our Parent Coordinator has created monthly newsletters mailed to parents (translated into various languages) informing them about school events, alumni stories, and reminding parents about the services we provide. She will also formally and informally survey parents about topics of interest in order to address them in parent workshops and during our School Leadership Team meeting.

Personnel that can provide translation services include: Gisell Martinez (Parent Coordinator), Windsor Tastaca (ELL Coordinator),

Irene Lau (Assistant Principal), and members of our in-take team Elizabeth Acerra, Wei Chen, and Laura Fleder. Combined, the translation team speak Cantonese, Mandarin, Spanish, and French. The secretary involved is Luz Garcia who works exclusively with our ELL department, she also speaks fluent Spanish.

Additionally, members of our non-pedagogical staff also provide day to day oral translations, including members from our CBO staff. The languages spoken are Cantonese, Mandarin, Spanish, French, Wolof and Russian.

6. How do your parental involvement activities address the needs of the parents?

Using our needs assessment, we ensure that our parent involvement activities addresses the needs of the parents. Parents return a survey to our Parent Coordinator regarding the extent of how we address their needs. This information is then used for planning the following year.

D. Additional Information

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

Paste response here:

School Name: **Manhattan Comprehensive**

School DBN: **02M575**

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)
Michael Toise	Principal		10/26/15
Irene Lau	Assistant Principal		10/26/15
Gisell Martinez	Parent Coordinator		10/26/15
Elizabeth Acerra	ENL/Bilingual Teacher		10/26/15
	Parent		1/1/01
Windsor Tastaca	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M575**

School Name: **Manhattan Comprehensive Night & Day**

Superintendent: **LaShawn Robinso**

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 data and methodologies used to assess language preferences of the parent community for both written and oral communication include: gathering data from our home language identification survey, student emergency contact cards, and an initial interview with each student in their home language.

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

Our parents' preferred languages for both written and oral communication include: English, Spanish, and Chinese.

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.)

The documents our school typically disseminates every year that require translations include: parent coordinator welcome letter and newsletter, annual handbooks, parent-teacher conference announcements, after-school and club information, NYS testing dates, general overview of student curriculum, letters from school leadership, and graduation requirements.

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

The formal face-to-face meetings our school typically has with parents throughout the school year include: parent-teacher conferences, initial interviews, annual parent meeting hosted by ENL faculty.

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.

All written translations in Chinese and Spanish are completed by pedagogues in the school building. During parent teacher conferences or parent meetings, we generally will use the services provided by the Translation and Interpretation Unit for over the phone services.

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.

During parent teacher conferences or parent meetings, we generally will use the services provided by the Translation and Interpretation Unit for over the phone services. We also have pedagogues who speak Chinese, Spanish and French. We have also utilized the services of the Translation and Interpretation Unit with on-site interpreters.

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.)

Members who work directly with parents and students are aware of all the translation services and over-the-phone interpretation service. We have a meeting where we go over the services.

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

We mail out the required notifications to families in their desired languages. We also backpack home these notifications with students as well.

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)

We gather feedback from parents on the quality and availability of services through outreach from our parent coordinator, as well as during the annual meeting with ENL faculty.