

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M692

School Name:

**HIGH SCHOOL FOR MATHEMATICS, SCIENCE AND ENGINEERING AT CITY
COLLEGE**

Principal:

CRYSTAL BONDS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School for Math Science and Engineering School Number (DBN): 05M692
Ninth through Twelfth (9-12)
Grades Served: 240 Convent Avenue – Baskerville Hall
School Address: 212-281-6490 212-281-6918
Phone Number: Fax:
Crystal Bonds CBonds@schools.nyc.gov
School Contact Person: Email Address:
Principal: Jacqueline Carlisle
UFT Chapter Leader: Katy Stokes
Parents' Association President: Gerard Trimarco
SLT Chairperson:
Title I Parent Representative (or Parent Advisory Council Chairperson): NA
Lucian Ramnarase
Student Representative(s): Kacie Luo

District Information

District: 05 Superintendent: Donald Conyers
335 Adams Street, Room 510, Brooklyn, NY 11201
Superintendent's Office Address: DConyer@schools.nyc.gov
Superintendent's Email Address: 718.923.5124
Phone Number: Fax:

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 Seventh Avenue 8th Floor
Director's Office Address:

YChu@schools.nyc.gov

Director's Email Address:

646-470-0721

917-339-1765

Phone Number:

Fax:

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)
Crystal Bonds	*Principal or Designee	
Jacqueline Carlisle	*UFT Chapter Leader or Designee	
Katy Stokes	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Lucian Ramnarase	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kacie Luo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Gerard Trimarco	Member/ Chairperson	
Rachel Stern	Member/ Teacher	
Benjamin Zara	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pat Brennan	Member/ Parent	
Sean Cornelis	Member/ Parent	
Eduardo Hernandez	Member/ Parent	
Damaris Mercado	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Founded in September 2002, The High School for Mathematics, Science and Engineering at The City College of New York (HSMSE @ CCNY) provides a unique and unparalleled collaborative education. Our mission is to challenge gifted and talented students to expand their intellect by developing the habits of inquiry, written and verbal expression and critical thinking. Instructionally supported by The City College of New York, our academically challenging learning environment focuses on mathematics, science and engineering while emphasizing civic responsibility and the value of knowledge for its own intrinsic reward. Our goal is to infuse social, technological and analytical skills in order to facilitate the development of the next generation of leaders.

STEM Concentrations:

There are three major concentrations that students select in the spring of their sophomore year: Mathematics, Mt. Sinai Medical Research Program (Science), or Engineering (Architecture).

Advanced Courses:

Advance Placement Exams are offered to **all** students: World History (10th grade), English Literature and Composition (11th grade), Chemistry (12th grade), Physics (12th grade), Environmental Science (12th grade); Calculus AB / Calculus BC (12th grade); Computer Science (12th grade); Psychology (12th grade); German (12th grade)

CCNY grants college credits for many HSMSE courses: Advanced Spanish (11th grade); Pre-Calculus (11th grade); Calculus (11th grade); Economics (12th grade); Participation in Government (12th grade); Advanced Physics (12th grade);

The CCNY College Now Program offers HSMSE students opportunities to take college credit courses at CCNY. Some highly advanced HSMSE students enroll in CCNY courses.

German program:

-HSMSE has the largest high school German program in New York State.

-75% of all HSMSE students take the American Association of Teachers of German (AATG) Exam.

-75% of all HSMSE students take the NYS (equivalent) Regents Exam in German.

Freshmen Academy:

Freshmen Academy is a one-semester course that provides a foundational introduction to incoming students at HSMSE. The course provides the students with an overview of the school's academics. Freshmen learn about the disciplines and potential academic tracks that the school has from successful upper classmen and members of the faculty. Instructors provide freshmen with a set of skills that assist the students in the transition from middle school to college.

Four Year Research Sequence:

The Four Year Research Sequence begins with a one-semester freshman course that introduces students to the skills and methods used in conducting research in various disciplines, providing students with the knowledge and tools they need to succeed through the HSMSE curriculum and beyond.

In their Sophomore year, HSMSE students complete a Science Research project in their Chemistry class.

In their Junior year, HSMSE students complete a Social Science Research project in their U. S. History class.

In their Senior year, HSMSE students complete a college level, academic research paper.

Financial Literacy Certification Test

HSMSE students ranked 1st in the nation in 2013 and over 90% passing every year since HSMSE's initial participation in 2007.

Faculty:

Many with post-graduate degrees; many with prior private industry experience (engineering, architecture, actuarial) ; many with prior and current college level teaching experiences

Diversity:

In a 2012 diversity poll conducted by The New York Times , HSMSE was rated the most diverse of NYC public schools.

HSMSE @ CCNY Community Outreach and Recruitment Efforts

Even though their research study, service learning, and internship opportunities take HSMSE students around the CCNY campus, city, and other parts of the world, HSMSE students are part of a close-knit school community.

HSMSE Middle School STEM Initiative Program:

The High School for Math Science and Engineering Middle School STEM Initiative Program introduces Middle School students to the exciting world of science, technology, engineering, and mathematics (STEM) and prepares them for the Specialized High School Exam (SHSAT) with after-school academic and extra-curricular sessions offered by HSMSE faculty and Saturday Test Preparation sessions offered by a text preparation program. There is an extra-curricular component to this program because research shows that student involvement in extra-curricular activities has a positive impact on educational attainment and aspirations. Additionally, current HSMSE students interact with the middle school students as tutors both in HSMSE and in the local middle school. Lastly, during the school year, HSMSE hosts various middle schools for tours to introduce them to STEM at HSMSE.

Academic Partners:

Our students benefit from ground-breaking programs made possible through academic partnerships. The City College of New York grants HSMSE students access to their major research libraries, internships in labs, and use of the college's athletic and dining facilities.

The CCNY College Now Program and the Memorial Sloan Kettering Cancer Center sponsor "Lunch and Learn: A Professional View" workshops for HSMSE students to interact directly with various professionals.

Socio-Cultural Partners:

The Goethe-Institut PASCH Partnership Program, American Association of Teachers of German (AATG), and German American Partnership Program (GAPP) support HSMSE's German program by funding travel-study to Germany for several HSMSE students each summer.

PASCH is a partnership program between HSMSE and the Federal Republic of Germany, officiated by the Goethe Institut, here in the USA and worldwide. Each year students in grades 10, 11 and 12 can apply for one of two PASCH Scholarship trips to Germany, during the summer for 3 weeks of classes and cultural enrichment. The goal is that they speak German as often as possible with the other PASCH students from around the world and they are ambassadors from our school and nation to the world. Students submit an essay and transcripts and participate in an interview in German to be selected.

The AATG funds a four-week study trip program in Germany that includes a family stay, attendance at a Gymnasium, and participation in tours. HSMSE has had seven trip winners and many honorable mentions over the history of our program that is in addition to our PASCH Partnership Program.

The GAPP is a non-profit high school exchange program between schools in Germany and the United States, sponsored by the German Foreign Office and by the US Department of State. Their main objective is the integration of students into the everyday life of host families and into the classroom activities of host schools to provide them with a coherent intercultural experience.

Professional Organization Partners:

Project Lead the Way designed our core engineering curriculum. Students have opportunities for internships during the summer and throughout the year. Upper class students in the biomedical concentration spend half of the school day in research labs and clinical rotations at Mount Sinai School of Medicine.

High Bridge Capital PENCIL Partners:

HSMSE's High Bridge Capital PENCIL Partners have donated various technological resources such as computers and printers to HSMSE. More importantly, they have donated human resources towards the professional development of HSMSE's entire Junior class by leading workshops on resume writing, time management, and marketing oneself for employment.

05M692 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	469	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	5	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	15
School Composition (2013-14)					
% Title I Population	1.8%	% Attendance Rate			95.4%
% Free Lunch	41.9%	% Reduced Lunch			9.7%
% Limited English Proficient	N/A	% Students with Disabilities			3.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			9.0%
% Hispanic or Latino	23.9%	% Asian or Native Hawaiian/Pacific Islander			36.8%
% White	25.2%	% Multi-Racial			1.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.98	# of Assistant Principals (2014-15)			2
# 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)	3.2%	% Teaching Out of Certification (2013-14)			7.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			2.67
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	99.1%	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	97.5%	% of 2nd year students who earned 10+ credits			97.2%
% of 3rd year students who earned 10+ credits	91.2%	4 Year Graduation Rate			98.9%
6 Year Graduation Rate	100.0%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		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			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	YES				
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	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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.
- Surveys of students and teachers identified a demand for more research opportunities both inside and outside of class.
- According to the National Science Foundation, studies show that students exposed to research and in STEM fields are more likely to pursue a career in those fields. Our goals is to provide research experiences which some students would not otherwise have had.

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.

For SY' 2015-2016, beginning in the freshman year, students will engage in a four-year sequence of multi-disciplinary research activities as evidenced by increased participation in research-based opportunities and competitions. It is our goal that every student experiences research in the sciences and social sciences prior to graduating from HSMSE. 9th grade - Freshman Research, 10th grade - Chemistry, 11th grade - US History, 12th grade - English. The goals' implementation will be complete 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Regularly scheduled research teacher meetings to monitor progress of research goals</p>	<p>Faculty</p>	<p>09/2015-06/2016</p>	<p>Administration</p>
<p>Research curriculum mapping will be complete by February 2016</p>	<p>Research faculty</p>	<p>09/2015-06/2016</p>	<p>Faculty</p>
<p>Continue refining Freshman Research class to introduce skills to be used going forward</p>	<p>9th Grade</p>	<p>09/2015-06/2016</p>	<p>Admin & Faculty</p>
<p>Foster and build research alliance between HSMSE and CCNY faculty to solidify research partnerships and number of students to engage in partnership by April 2016</p>	<p>10th & 12th graders</p>	<p>09/2015-06/2016</p>	<p>Admin & Faculty</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>No additional funding is needed to execute this goal. We will use current tax levy funding to host a lunch and learn meeting to discuss, plan and prepare information for the research trajectory during teacher lunch/prep periods.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p><u>Measurable data:</u></p>

- All freshmen will successfully complete research class in the Spring semester. This is followed by research projects in sophomore year (Chemistry), junior year (U.S. History) and senior year (English).
- Number of Mt. Sinai biomedical research program participants that choose a research placement.
- Increase in number of students engaged in research activities with CCNY faculty. At least 20 students either during the year or over the summer by 5%.
- 5% of student population will participate in research-based competitions such as NYCSEF, Science Olympiad, Euro Challenge and Fed Challenge.

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.

We will review NYC DOE school survey for relevant indicators of student perception of school supportiveness. We will also polled students and monitored the frequency of student reported suicidal ideation and general use of counseling services. It was found that mental health services was needed and would be received well in our community.

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.

For SY’ 2015-2016, in order to support the whole child through developing the academic, social and emotional needs of each student, we will open and staff a mental health and wellness center on site. To ensure awareness and access for students, we will hold three workshops by April 2016. The establishment, launch and creating awareness of the center will be complete by June 2016 as evidenced by an increase of 50% the number of students accessing individual counseling and by doubling those accessing group activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <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>Establish and promote the school’s new health and wellness center including its individual counseling and group activity components.</p>	<p>All students, faculty, staff and admin</p>	<p>Sept 2015 – June 2016</p>	<p>Health and Wellness Center Clinician</p>
<p>Sponsor school – wide events during times of high stress that allow students to relieve stress and also develop coping strategies.</p> <p>“OASIS Week” – Distress during tests</p>	<p>All students, faculty, staff and admin</p>	<p>Sept 2015 – June 2016</p>	<p>Health and Wellness Center Clinician</p>
<p>Mental health & Awareness launch to encourage students to utilize services.</p>	<p>All faculty and students</p>	<p>Sept 1025- June 2016</p>	<p>Health & Wellness Center</p>
<p>Initial focus will work with target groups of at-risk students, then reach beyond the small groups to support all students.</p>	<p>At Risk population</p>	<p>Sept 2015- June 2016</p>	<p>Licensed clinician and guidance staff</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>One time allocation grant will be utilized to fund and launch the wellness center.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p>We will conduct a special survey of students twice per year about the school environment. We will also assess clinical interventions by surveying students who have made use of those services.</p>

We set up a quantifiable midpoint check -in for December 2015. At that juncture, we will assess progress fo the mental health and wellness center staffing, launch and student cases

There will be a ribbon cutting ceremony for the opening of the Health & Wellness Center on November 13, 2015.

The clinician will visit every English class by December 1 to speak with all students about the services rendered in the center.

There will be a monthly meeting with administration and guidance on how to assist out most at-risk students

There will be quarterly activities for stress relief offered to all students.

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.

Preparation for our 2014 Quality Review and the results of the Q.R. indicated that HSMSE teachers should work more closely to collaborate classroom instruction and also work towards incorporating horizontal alignment across classes and vertical alignment of freshman to senior classes.

Part 2 – Annual Goal

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

For SY’ 2015-2016 faculty and staff will review school data (i.e. Quality Review, Schools Quality Data, Learning Environment Survey, student work) to form collaborative teacher teams who will work together to improve student outcomes.

For SY’ 2015-2016, faculty and staff will review school data (ie. Quality Review, School Quality Data, Learning Environment Survey, student work) to form 10 collaborative teacher teams who will meet weekly/monthly to work together and improve student outcomes. The annual goal will end by June 2016 with reports from each group on outcomes. Findings will be shares with the entire school community and next steps put in place for deficiencies.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop a Professional Learning Curriculum Map – Identify and document key objectives for student achievement in all classes and recognize common goals.</p>	<p>All subjects and grades</p>	<p>First marking period Oct. 2015</p>	<p>Admin and Lead teachers</p>
<p>Establish monthly benchmarks for organized groups. These benchmarks will be established for:</p> <p>1. Teacher Teams: pedagogical and student assessment processes</p>	<p>All Grades</p>	<p>Ongoing 2015-2016</p>	<p>Administration and Lead Teachers</p>
<p>1. Departmental Meetings: ensure teachers are in synch in subject syllabi: and are using consistent student assignments and assessments</p>	<p>Subject Teachers</p>	<p>2015-2016 Ongoing</p>	<p>Admin and Lead Teachers</p>
<p>1. Mentoring of new teachers: provide assistance and support to develop highly effective teachers.</p> <p>2. Grade teams: teachers with the same student population will discuss progress of those students, qualifying the perimeters of successful and struggling students, identifying students who fit those perimeters, and discuss differentiating support to maximize development of all students.</p>	<p>New teachers Each school level: freshman, sophomore, junior, senior</p>	<p>2015 Ongoing Stressing beginning of term. Ongoing 2015 - 2016</p>	<p>Admin</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>additional funding is needed for this goal. Tax Levy funding will be used to pay salaries. Teachers will meet during professional development meetings and common planning time already built into the school day</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

Teacher teams will be formed by October 1.

A Google Doc where the school community will be created by November 1.

Grade teams will have their first meeting on October 16 and will meet monthly thereafter.

Regular written or electronic progress reports will be generated monthly. These reports reviewed by administration or selected personnel to ensure that work is on task and is progressing in scope and content. Correlate group results vs. marking period grades.

Analyze progress across the first semester for evidence of continuous improvement in student performance. Identify group success strategies

Beginning October 2015, monthly updates will be uploaded into a shared document so that all faculty can see the progress, make edits, comments or adjustments to ensure the goal is reached

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.

Analysis of school Learning Environment Survey revealed the need for the Principal to be more involved in planning, dedicate more time for teachers to collaborate and share best practices.

The school has a sound coherent curriculum and high student achievement. Building capacity among faculty, whereby best practices are shared and different content areas are able to collaborate for horizontal and vertical alignment.

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.

For SY’ 2015-2016, Principals will lead facilitate a Professional Development Alliance among the specialized high schools. Tentative dates are November 3, 2015, election day, and a tentative June date. Additionally, an inter-visitation among neighborhood school will be established. Surveys of the PD Alliance will be collected. This annual goal will end by June 2016 with the hope that collaborations among schools will be ongoing

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Establish school to school meetings during full day professional learning opportunities, i.e. Election Day in the fall and Chancellors Day in the spring.	Faculty	September 2015 – June 2016	Administration
Principal will actively engage and promote inter-visitation in-house and off-site with partnering schools. This activity will undergird professional learning communities	Faculty	September 2015 – June 2016	Faculty & Administration
Common planning sessions to share skills acquisition techniques and create curriculum for the academic disciplines.	Faculty	September 2015 – June 2016	Faculty & Administration
All HSMSE pedagogues will engage in at least one inter-visitation in house or externally with a partnering school.	Faculty	September 2015- June 2016	Faculty & Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>No additional funding will be needed for this goal.</p> <p>Teacher salaries will be funded through Tax Levy funding.</p> <p>The PD Alliance will be held on non-instructional day. The contractual free-coverage per term will be used to cover classes for inter-visitations</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Professional Development Alliance with all specialized high schools to take place on November 3.

Survey will be conducted on effectiveness of PD Alliance by December 1. The data will be used to plan for a PD in the spring.

Inter-visitation collaboration will be established between HSMSE and the Academy for Social Action by December 1.

Written reflections to renew gathered evidence and techniques and make connections to components of the framework to established goals.

Professional Learning Team (PLT) will look at inter-visitations and suggest faculty presentations during professional learning meetings.

The PLT will provide a professional development plan for the school. January and June are benchmark months to take a pulse on progress of all professional learning.

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.

Assessed feedback from parents at the SLT and PTA meetings as well as Learning Environment survey. Parents believe that school communication could be improved. We aim to increase parental approval (strongly agree) by 5%.

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.

For FY ‘ 2015-2016, it is our goal to improve communication throughout our entire community, with a focus on parent communication. We will conduct a needs assessment to find the deficiencies in our communication. Activities will include but not be limited to the upgrade of the website, Principals Breakfasts, Cultural Events, monthly communication , and hiring a Parent Coordinator. This goal will be complete 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 			
<ul style="list-style-type: none"> • Employ a parent coordinator to help increase more personalized/direct outreach to families. 	Families	09/2015-06/2016	Admin

• Implement multi-lingual communication to address needs/culture of community.	Families	09/2015-06/2016	Admin and PTA
• Offer health and wellness services to family's for increased awareness of student stress and management.	Families	09/2015-09/2016	Admin
• Updating website with regularly scheduled information pertinent to students and families.	Families	09/2015-09/2016	Admin and PTA

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.											
Use funding from Parent Coordinator line to fund a part time parent coordinator. The Parent Coordinator will spearhead the communication between the school and the parent community											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • By December employ a P/T or F/T Parent Coordinator – • By fall 2015, establish the Health and Wellness Center to offer/ info session's/workshops on specific topics to assist with stress and time management. • By fall 2015, translate notices distributed to parents about Parent/Teacher conferences will be multi-lingual (in at least 2 languages other than English). ie: Spanish, Mandarin and Urdu
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)	Failing grades or low grades	<ul style="list-style-type: none"> • Grade advisors meeting • Meeting with AIS coordinator • Guidance meetings Dean intervention	Tutoring by teachers and peers Grade advisors	AM & PM tutoring
Mathematics	Failing grades or low grades	<ul style="list-style-type: none"> • Grade advisors meeting • Meeting with AIS coordinator • Guidance meetings Dean intervention	Tutoring by teachers and peers Grade advisors	AM & PM tutoring
Science	Failing grades or low grades	<ul style="list-style-type: none"> • Grade advisors meeting • Meeting with AIS coordinator • Guidance meetings Dean intervention	Tutoring by teachers and peers Grade advisors	AM & PM tutoring
Social Studies	Failing grades or low grades	<ul style="list-style-type: none"> • Grade advisors meeting • Meeting with AIS coordinator • Guidance meetings 	Tutoring by teachers and peers Grade advisors	AM & PM tutoring

		Dean intervention		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Failing grades or low grades	AIS Coordinator refers AP students to guidance based on recommendation of grade advisors and earlier interventions	Tutoring by teachers and peers Grade advisors	AM & PM tutoring

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.
For recruitment, administrators will be strategic with hiring practices by attending hiring fairs, reaching out to teacher pipelines, for example, Teach for America, or the Fellows program for possible career changers.
HSMSE has a high retention rate/ low teacher turnover rate. Many teachers are here from the inception of the school. The distributive leadership practices allows teachers to grow, explore and be creative to increase student achievement.
We have formed a Professional Learning Team who creates and helps to support highly qualified professional development.

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).
Administrators will identify all non HQT in the school and work closely with the CFN to ensure that non HQT meet all required documentation and assessment deadlines.
Struggling and non-HQT will be paired with HQT and/or assigned mentors.
Administrators will attend hiring fairs to recruit HQT and search the open market for HQT.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

NA

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.).

NA

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.

Through distributive leadership practices, each department will meet with administration to discuss multiple appropriate assessment measures. During the mandated weekly professional development, assistance and presentations will be provided regarding the use of assessment results to improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	Non-title I or SWP		
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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. **The High School for Math, Science and Engineering** 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. **The High School for Math, Science and Engineering** 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;

1. Numerous sessions in different venues / Engrade training provided

2. Guidance meetings

- 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;

1. Engrade

2. Parent teacher conferences

3. Active PTA

4. Guidance meetings

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

1. Engrade

2. PTA

3. SLT recommendations

- providing assistance to parents in understanding City, State and Federal standards and assessments;

1. PTA and SLT informational sessions

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

1. PTA

2. SLT

3. Voice and email system

4. Translation services

- 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 our school community;

1. During our school-wide professional development/ inquiry teams, we will dedicate a team that will devise ways to improve communication with parents.

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:

- **engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools 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 our 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;**
- **Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children**
- **Engrade**
- **Parent teacher conferences**
- **Active PTA**
- **Guidance meetings**

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

- **hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)**
- **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**

School-Parent Compact (SPC)

The High School for Math, Science and Engineering 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>HS for Math, Science & Enginee</u>	DBN: <u>05M692</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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>0</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 type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>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: _

We do not currently have any ELLs, however, if we did receive an ELL as a new admit, we would make sure that teachers who have ELLs in their class give consideration to the students' language and provide fro medial check-ins to insure that the students understands the course, content, and progression of lessons. We would also ensure professional development time within the school was spent training and supporting teachers who have ELL students in their class.

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: _____ If we had ELL students, we would ensure that professional development time within the school was spent training and supporting teachers who have ELL students in their classes. Every Monday, we have a shortened school day for students so that teachers may meet for professional development. At that allotted time, we would ensure that teachers are teachers are provided training and PD to meet the needs of their 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 currently do not have EEL students enrolled at HSMSE. If we do receive ELL students, we will have parent orientations, meet and greets, interpretation devies, and translation services readily avialible. If we determine that a student is elegible for ESL services, we schedule the student for an interview. We then invite the family in to discuss their options and make them again aware of the translation and interpretation services available. A consultation meetings with the parents is conducted in the parents' native language. We show parents the Parent Orientation Video, which explains the three program options (in their chosen language). After this meeting, we provide parents with the Survey and Program Selection Form. We would then schedule the student for the next administration of the appropriate exams and make the families aware that we offere additional support and tutoring for students who are preparing for the NYSESLAT. Interpretation is done by one of the LOTE teachers, by qualified staff

Part D: Parental Engagement Activities

volunteers, by a DOE provided over-the-phone translation unit, or by a DOE approved vendor for interpretation. Most often, our staff is able to accommodate the family in their native language.

Part E: Budget

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

Allocation Amount: \$0

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 05	Borough Manhattan	School Number 692
School Name HS for Math, Science, and Engineering		

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 Crystal Bonds	Assistant Principal Wylie Burgan, Sean Dolcy
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Kelli Hesseltine	School Counselor Wade Klein, Sujedy Cedano
Teacher/Subject Area English/ ELA	Parent KATy Stokes/ Susan Townes
Teacher/Subject Area N/A	Parent Coordinator No Parent Coordinator
Related-Service Provider Denise O'Sullivan	Borough Field Support Center Staff Member Alice Cohen
Superintendent Donald Conyers	Other (Name and Title) N/A

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

D. Student Demographics

Total number of students in school (excluding pre-K)	461	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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	0	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1	2			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										1	2			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	0			
Integrated Algebra/CC Algebra	0			
Geometry/CC Algebra	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			

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	0			
Geography	0			
US History and Government	0			
LOTE	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We don't have any quantitative or qualitative data with regards to assessment tools. Our two students who identified a language other than English on the HLIS passed the NYSITELL with a score of "Proficient." Additionally, the one student who was identified as a possible ELL late in May (and who was not on early ELL Reports and who attended private school previously) was immediately administered the NYESLAT (because it was too late in the year to administer the NYSITELL) and he passed the exam as proficient. In the history of the school, we have never had to give an assessment tool because there were no students to test.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYESLAT) and grades?
 We don't have data to analyze. All answers were 0.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We would use the information and responses from the assessments to drive instruction. We would look at the students' greatest need and address it in class.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 The school does not have a history of ELLs on which to base these answers. If we did have ELL data, we would have the ELL coordinator, analyze the exams and determine the best way to meet the needs of the students. We have noticed that students who were once in the NYC system but left to attend private schools or who are coming from abroad have been mis-labeled as ELLs. For new entrants to NYC, our default program is Freestanding ENL or Integrated ENL. It is explained to parents that unless our school has 20+ ESL students in a grade, we are not able to open a bilingual program and we refer them to another school or ask them to visit HS admissions for assistance finding a school that can accommodate their needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
We do not currently have any ELLs, however, if we did receive an ELL as a new admit, we would make sure that teachers who have ELLs in their class give consideration to the students' language and provide formative check-ins to insure that the students understand the course, content, and progression of lessons. We would also ensure professional development time within the school was spent training and supporting teachers who have ELL students in their class.
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?

We currently do not have any ELL students. All students are proficient in English. We have 100% pass rates and mastery rates on state assessment results (English Regents).
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We do not currently have any ELLs, however, if we did receive an ELL student, we would review whether or not we have successfully met all compliance obligations, met AYP for ELLs, and that the ELL Coordinator/LAC is working with the teachers of the ELL students to ensure that the student and their families are informed and adjusting well to the school program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
For the identification process, when students are admitted to the school, the ELL coordinator, a trained pedagogue, administers the HLIS parent survey during parent orientation. If any form is returned confirming questions #1, 5, or 8, the ELL coordinator conducts an informal interview with the parents and shows them the parent orientation video. We then administer the NYSITELL to the students within the first 10 days of school. The ELL coordinator provides services to the student if they should need it. Announcements are made at the Parent Orientation, Open House, Curriculum Night, and Parent-Teacher Conferences to notify parents of the LEP language access possibilities offered at our school. If a parent selects that they speak another language or wish to be communicated with in a language other than English, then the ELL coordinator sends information home in that language.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Since our school is a Specialized High School and students must take an entrance exam that assesses high level math, science, and reading skills, the overwhelming majority of our students are proficient in English and have been in school for several years consecutively. If we did have a student whose background information or HLIS indicated the possibility of a SIFE identification, we would both evaluate student work and make use of the SIFE questionnaire in attempt to identify and serve them accordingly.
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).
Identification for students with IEPs will occur through a thorough examination of the IEP, especially for any language issues or services indicated there, along with the HLIS and parent interview. If a student with an IEP is identified as having an ELL status, then the LAC will meet in conjunction with the team that ensures compliance on all IEP issues and together they will support the student and his/her teachers in meeting both the language and IEP needs. Of course, a meeting with the parents will be conducted in their preferred language (through staff or DOE translator) to explain the important features of support and service indicated by the ELL and IEP status.
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.
Due, again, to the fact that our school has had historically very low numbers of ELLs (or often none at all), once the NYSITELL is scanned and the score is determined, our ELL coordinator meets personally with parents to distribute the letter and explain the score (and its affect on future ELL services) to parents.
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).

Due, again, to the fact that our school has had historically very low numbers of ELLs (or often none at all), an additional Parent Orientation meeting, conducted by the ELL coordinator in September, is held for the parents of students identified by the HLIS or past status within the DOE as a possible ELL. At this meeting, parents are informed of their right to appeal the ELL status of their student and the steps for doing this are explained.

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.

If we determine that a student is eligible for ESL services, we schedule the student for an interview. We then invite the family in to discuss their options and make them again aware of the translation and interpretation services available. A consultation meetings with the parents is conducted in the parents' native language. We show parents the Parent Orientation Video, which explains the three program options (in their chosen language). After this meeting, we provide parents with the Survey and Program Selection Form. We would then schedule the student for the next administration of the appropriate exams and make the families aware that we offere additional support and tutoring for students who are preparing for the NYSESLAT. Interpretation is done by one of the LOTE teachers, by qualified staff volunteers, by a DOE provided over-the-phone translation unit, or by a DOE approved vendor for interpretation. Most often, our staff is able to accommodate the family in their native language.

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.

Due, again, to the fact that our school has had historically very low numbers of ELLs (or often none at all), our ELL coordinator meets personally with parents to collect ALL surveys and the Program Selection forms, as well as to answer any remaining questions and to support the parents in decision making. We ensure all surveys are returned.

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

Due, again, to the fact that our school has had historically very low numbers of ELLs (or often none at all), our ELL coordinator, Ms. Hesseltine, meets personally with parents to collect the surveys and the Program Selection forms, as well as to answer any remaining questions and to support the parents in decision making. In the event that the forms were not submitted and the meetings were not attended, Dean Zara and Attendance Officer Patterson at our school would help to make contact with the parent and, through an interpretor, explain the importance of submitting the paperwork in order that the child be placed in an appropriate program and served, in order to get the forms returned to the school.

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

Due, again, to the fact that our school has had historically very low numbers of ELLs (or often none at all), our ELL coordinator meets personally with parents to distribute the letters.

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

All ELL documentation for each child, the HLIS and non-entitlement/entitlement letters, are kept in the students' academic file in the school office. Copies are likewise kept in files monitored by the ELL coordinator.

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.

Kelli Hesseltine, the ELL Coordinator, determines the NYSESLAT eligibility based on ATS reports and NYSITELL scores, tracks all ELL students to ensure that they are scheduled for the NYSESLAT anually. She also administers the exam, along with the LOTE teachers, to ensure that the four components are administered. LOTE staff that helps in the administration of the exam are Eva Malikova (German), Roseanne Zannetti (German), and Enrique Martinez (Spanish). The RLER is checked throughout the year to catch students who may need the NYSESLAT to test out of ENL.

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

Due, again, to the fact that our school has had historically very low numbers of ELLs (or often none at all), our ELL coordinator meets personally with parents to distribute the letters

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).

We cannot accurately analyze the trend in program choices that parents have requested because we don't have any ELL students and the school does not have a history of a population of ELL students. When we do have a population of ELL students, we will analyze the trends and have programs offered at the school aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Our school does not currently have an ELL program. If a student enrolls that is eligible for services, we would use a pull-out program to meet the needs of a standalone ENL course. For an integrated ENL course, we would push-in or use a collaborative model. Due to the fact that we do not typically have students who are identified as ELLs at our school and due to the likelihood that if we were to have ELL students with our incoming class next year, the numbers would likely be very low, we feel that these two options would cause the least disruption to our courses and the students' schedules. If a stand alone or integrated model was needed, we would work with the students schedule to ensure we could provide the needed services with the least interruptions and least restrictive environment possible. Currently our students follow a block schedule. If we need to add a program for ELL students, our program would work with our existing block schedule in the least restrictive environment possible. Our instructors differentiate instruction for all students and would meet the needs of any future ELL students, with support from our ELL Coordinator. We do have some practices differentiating instruction for former ELL students and this implementation includes extra tutoring, language support and instructor check-ins during regular course work, and direct ENL instruction when needed. Implementation is based on individual need. We don't currently have an ENL program (as we have no students identified as ELLs) but should we, in the future, meet the numbers of 20 students, we would become more familiarize ourselves with the ELL Policy and Reference Guide (EPRG) and identify that students were getting the appropriate instructional minutes by holding meetings between our ELL Coordinator and programming AP and checking compliance with all state mandates.
 - 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)?

We don't currently have any students identified as ELLs at our school. If we were to have a student identified as an ELL, we would of course program the student for the mandatory minutes determined by the chart. Most likely for our school, students would receive 180 minutes of study per week as delivered in an Integrated ENL setting that pairs ENL instruction with their ELA. Our ELL Coordinator also teaches ELA and would provide the necessary Integrated ENL minutes and services within the setting of the ELA content course. Our school follows a 90 minute block. To meet the mandated number of instructional minutes, we would provide single, double, triple or quadruple minutes of instruction, based on the regulation and need for that particular child.
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.

We do not have push-in, pull-out, or anything departmentalized as we don't currently have any students identified as ELLs at our school. If a student enrolls that is eligible for services, we would use a pull-out or push-in program depending on the need of the student and in accordance with the CR Part 154-2 mandated units of study. Currently, our students follow a block schedule. If we needed to add a program for ELL students, our program would work within our existing schedule in the least restrictive environment. We have tutoring sessions at 7:30 am and 3:35 pm daily for students in all subject areasts, 10:1 student/teacher ratio. If ELL students are identified, we would schedule mandated minutes during the tutoring schedule. Our instructors differentiate instruction for all students and would meet the needs of any future ELL students. Due to the nature of the Specialized School Entrance Exam, if we do have students identified as ELLs in the future, then their levels would most likely be classified as Expanding or Commanding (due to the nature of the Specialized School Entrance Exam). We would of course program the student for the mandatory minutes determined by the chart. Most likely for our school, students would receive 180 minutes of study per week as delivered in an Integrated ENL setting that pairs ENL instruction with their ELA. Our ELL Coordinator also teaches ELA and would provide the necessary Integrated ENL minutes and services within the setting of the ELA content course. All courses at the school are aligned to the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Due to the fact that our school does not currently have a stand-alone ENL program or any students who are identified as ELLs, we don't currently evaluate students in their home languages. If we did have a ELL student who needed home language

evaluation, we would draw upon appropriate assessment structures as determined by our LOTE instructors, in coordination with our ELL Coordinator, who have CCLS aligned assessments for our LOTE program. We would use their expertise in TFL and assessment to develop appropriate evaluations of ELL students' HL. Any/all necessary documents would be translated as needed.

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

The ELL coordinator would ensure all modalities are appropriately evaluated and will work with instructors to ensure they are aware of these modalities and means for assessing them.

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

We do not currently have any ELL students and have had very few in the past. Most likely our students would fall into the category of Former ELLs. If we needed to separate students into sub groups, we would of course do so by need and ability. Most probably, our differentiation of instruction for Former ELLs would involve monitoring the students' class grades and exam scores, while also meeting weekly with the student to gather his/her feedback on language development and mastery of content. The student would also be programmed for tutoring sessions held by our school both before and after classes to provide both content and ELL support for completing homework and preparing for projects, assessments, etc.

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.

Due to the relatively small population of our school and our historically low number of ELLs, our school would attempt to submit a re-identification appeal as soon as possible upon student enrollment so as to minimize the disruption to the student's academic progress. As our school is a Specialized School, students can only transfer into our school as Freshmen or Sophomores, so we have placed our ELL Coordinator and LOTE teachers as instructors in the 9th and 10th grade. Any 9th or 10th grade student who is awaiting the results of a re-identification appeal will still receive language support and services through his/her placement in courses with these instructors.

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?

N/A

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 use the least restrictive environment as a guide. We meet students where they are in terms of need. If there is a need, we are flexible to ensure that it is provided for the students. Our school provides support programs and advisory for incoming 9th and 10th grade students to help them in their transition to a specialized high school. We have a widely diverse student body and utilize the small-school nature of our school to ensure that each student's individual needs are identified and supported by the staff. Teachers, support staff, and administration work together to identify the unique needs of individual students and to provide them with curricular, instructional, and scheduling supports to ensure their academic and language success.

Chart

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

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

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

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



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

Chart

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

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

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

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

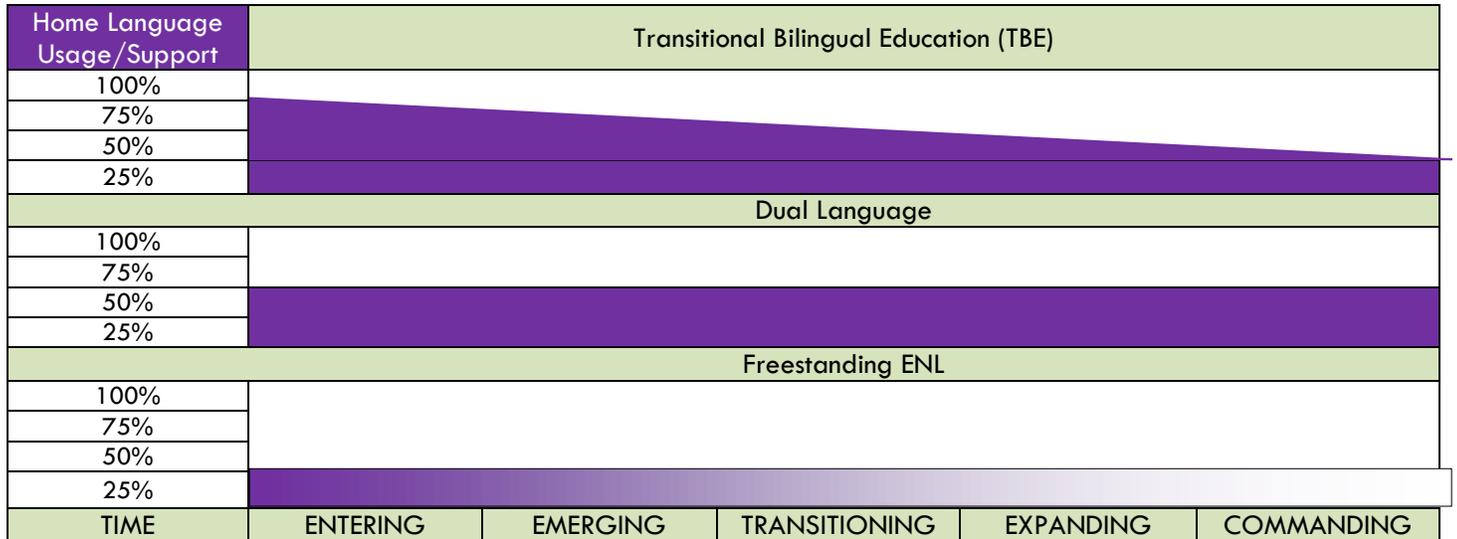


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school does not currently have an ELL population and thus does not have programs targeted for specific ELL subgroups. Historically, students identified as ELLs in our school have been mis-categorized and are actually born in the US and speak English as a primary language. Students who transfer into our school from a private school tend to be mis-identified as ELLs through a centralized admissions process.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All students needs are met; we currently have no ELLs. Students who are identified as Former ELLs are programmed for the appropriate amount of Integrated ENL which pairs ELL language support with ELA. Private tutoring times with the ELL Coordinator for each student are designated to provide additional support.
12. What new programs or improvements will be considered for the upcoming school year?
We plan to continue to develop our program for providing support to former ELLs, in compliance with new mandates requiring 0.5 units of Integrated ENL is ELA. We will ensure that these students are programmed for ELA and Integrated ENL simultaneously, under the instruction of our ELL Coordinator. We will also continue to develop Professional Development trainings for teachers to make them better aware of how to support former ELLs in content instruction.
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.
All students are given equal access to participate in programs and opportunities within our school.
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.
If needed, students are given laptops, graphing calculators, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our school has a very small student population, regardless of age or grade, all necessary services and supports are provided in accordance to student need.
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).
Students are only admitted through the Specialized HS Entrance Exam at the beginning of the year. The summer before students begin HSMSE, we host a student orientation which gives access to the building for tours. We distribute textbooks and school documents. Parents and students meet with current HSMSE students and teachers with the chance to ask questions about the school. All necessary documents and informational sessions are translated/interpreted as needed.
19. What language electives are offered to ELLs?
Our school offers language electives in German and Spanish.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ELL Coordinator takes part in the NYCDOE professional development trainings that involve the administration of the NYSITELL and NYSESLAT exams, as well as the meetings and powerpoint presentations that explain the latest aspects of compliance in regards to ELL issues and state mandates. She also networks with other schools that have well-established Freestanding ENL programs and seeks out development, guidance, and pedagogical support from them. Our ELL Coordinator is also currently pursuing her Masters degree at CCNY for TESOL/Bilingual Education. Likewise, our ELL Coordinator conducts turnkey PDs multiple times a year to provide TOEFL support and information to our staff. Additionally, our LOTE staff attend trainings from various non-profit organizations that encourage the teaching of other languages.
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?
Our ELL Coordinator networks with other schools that have well-established Freestanding ENL programs and seeks out development, guidance, and pedagogical support from them. Our ELL Coordinator is also currently pursuing her Masters degree at CCNY for TESOL/Bilingual Education. Likewise, our ELL Coordinator conducts turnkey PDs multiple times a year to provide TOEFL support and information to our staff. Our school has conducted several PDs around the new CCLS and has provided numerous opportunities for staff members to explore the CCLS and develop new curriculum around them.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our ELL Coordinator takes part in the NYCDOE professional development trainings that involve the administration of the NYSITELL and NYSESLAT exams, as well as the meetings and powerpoint presentations that explain the latest aspects of compliance in regards to ELL issues and state mandates. The ELL Coordinator also networks with other schools that have well-established Freestanding ENL programs and seeks out development, guidance, and pedagogical support from them. Our ELL Coordinator is also currently pursuing her Masters degree at CCNY for TESOL/Bilingual Education. Likewise, our ELL Coordinator conducts turnkey PDs multiple times a year to provide TOEFL support and information to our staff. Staff members are also designated as Advisors to incoming students and PDs and meetings for Advisor helps staff to structure Advisory meetings around getting to know students better on a socio-emotional level so that they can better support them in their transition to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our ELL Coordinator takes part in the NYCDOE professional development trainings that involve the administration of the NYSITELL and NYSESLAT exams, as well as the meetings and powerpoint presentations that explain the latest aspects of compliance in regards to ELL issues and state mandates. She also networks with other schools that have well-established Freestanding ENL programs and seeks out development, guidance, and pedagogical support from them. Our ELL Coordinator is also currently pursuing her Masters degree at CCNY for TESOL/Bilingual Education. Likewise, our ELL Coordinator conducts turnkey PDs multiple times a year to provide TOEFL support and information to our staff.

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?

At HSMSE, we have tremendous support from the parents in our community. We have a strong SLT and an active PTA. We have parents that speak a wide variety of languages and this has helped with parents who are not proficient with English. We also have many staff members and students who speak different languages and have served as interpreters for us. Since we do not have any current ELL students, we cannot address the involvement of their parents. If we have a student identified as an ELL in the future, our LAC will meet semesterly with the parents (in addition to Parent/Teacher Conferences), making use of staff or DOE translators, to discuss the students' language and content progress, language proficiency assessment results, and to answer parent questions and concerns.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Due to the fact that we have historically had no ELLs or very small numbers of former ELLs, our school has found that we have a limited need for translation and interpretation services. In the past, we have been able to meet the needs of our community with staff and parent volunteers. The school provides (by posting on the school's website) most DOE documents and forms in multiple languages. We have used written translation services in the past but found that most families did not take advantage of them. Our school's website has a function that will translate the entire website to any language upon clicking on the desired language. On the school website, we post the following information (which can then be translated through the website function) : PTA newsletters, our school calendar, Parent-Teacher Conference announcements, Information for after-school programs, tutoring, and test-prep study sessions, along with New York State testing dates, contact information for individual teachers, and letters from the principal and guidance counselors, etc.

The school has found that we have a limited need for translation services; however, in the event that translation or interpretation is needed, we anticipate meeting those needs in the following ways: the availability of translation services has been posted in our school near the main entrance; the poster outlines our ability to translate information and provide interpretation services in several languages. If the needs of our community change, we will add additional services. Likewise, we communicate with parents on a daily basis through an internet program (Engrade) that allows them to view students' homework assignments, exams, and current grades. Parents can access this web page to get a general idea of their child's standing in each class and to request meetings/information from individual teachers. At the beginning of the year, we offer trainings and written directions in requested languages for how to log onto this website. Through Engrade, teachers and parents can communicate via a messaging system that can include both an original text and google translated version - such communications allow us to plan for in-person meetings that will make use of an interpreter. The use of Engrade also provides family with a snapshot of their child's progress in numerical matters (grades, attendance, dates, etc) and then also allows for families to seek further clarification from the school or their community support networks.

For the assorted monthly and yearly meetings that involve parents as well as individualized meetings with parents, the school has been able to provide necessary services through the use of staff members, parent and CCNY graduate student volunteers. For DOE Parent-Teacher Conferences, we pay for translators to assist parents. Although we send out ample notification to parents, the services are not utilized. We have also purchased wireless mics with headphones to translate at various events (like Open House, Curriculum Night, the Awards Ceremony, and the Talent Show, etc) where parents are included. Parents have been notified of the service but they have not responded to the school to inform of their need to utilize the services. We will continue to reach out to parents and provide services as needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has partnered with the CCNY Bilingual/TESOL Graduate Program to provide interpreters for ELL parents at Parent/Teacher Conferences and other school functions. We hope to build on this partnership to extend the support services we can offer to future ELL students and their parents should this population at our school rise.

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

Again, we do not have any ELL students at this time, but we evaluate the needs of our Former ELLs' parents (and our parent population as a whole) through monthly PTA and Safety Meetings. Parents can meet monthly with our Principal in the Principal's Breakfast meetings. Our guidance counselor and support staff would work closely with the parents of any students identified as ELLs. Likewise our ELL Coordinator would have semesterly meetings (or more if needed) with the parents of ELL students to keep them informed as to their child's progress and to be able to address any needs of the parents.

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

They provide ample opportunities in multiple languages for parents to be better informed as to what is happening with their child at school and provide multiple venues through which the parent can establish a close working relationship with the school, staff, and teachers and which facilitates a parent/teacher collaboration in meeting the educational needs of the ELL student.

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.

N/A

School Name: **HS of Math, Science, and Engin**

School DBN: **5M692**

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)
Crystal Bonds	Principal		10/30/15
Wylie Burgan	Assistant Principal		10/30/15
N/A	Parent Coordinator		10/30/15
Kelli Hesseltine	ENL/Bilingual Teacher		10/30/15
Katy Stokes	Parent		10/30/15
N/A	Teacher/Subject Area		10/30/15
N/A	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Wade Klein	School Counselor		10/30/15
Donald Conyers	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
Sujedy Cedano	Other <u>Guidance Counselor</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05M692** School Name: **HS for Math, Science, & Engineering**
Superintendent:

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.

Upon entering HSMSE, all students are given appropriate DOE forms to determine which language is spoken in the home. The information is then entered into ATS. A review of the information provided through the HLIS, ATS reports, and our student blue cards (and confirmed by teacher and PTA informal meetings with parents) indicates that the majority of our students speak English in their home. Additionally, we have determined that a number of our students speak Spanish in their home. At school, we have several staff members who speak Spanish and often provide interpretation and translation support. For families who speak other languages, we utilize the translation services provided by the DOE vendors and make use of interpretation services through our relationship with the Bilingual Education Department from CCNY.

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.

Examination of the HLIS reveals that no languages other than English were listed as the parental preference for written and oral communication from the school.

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.)

Our school has found that we have a limited need for translation and interpretation services. In the past, we have been able to meet the needs of our community with staff and parent volunteers. The school provides (by posting on the school's website) most DOE documents and forms in multiple languages. We have used written translation services in the past but found that most families did not take advantage of them. Our school's website has a function that will translate the entire website to any language upon clicking on the desired language. On the school website, we post the following information (which can then be translated through the website function) : PTA newsletters, our school calendar, Parent-Teacher Conference announcements, Information for after-school programs, tutoring, and test-prep study sessions, along with New York State testing dates, contact information for individual teachers, and letters from the principal and guidance counselors, etc.

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.

Our school will hold the following face-to-face meetings with parents at the approximate times: Parent-Teacher Mixer (October), PTA meetings (monthly), Town Hall/Safety Meeting (monthly), Parent-Teacher Conferences (November and May), Principal's Breakfast for Parents (monthly), IEP meetings (as needed), Guidance and Dean support/disciplinary meetings (as needed), awards ceremonies (June), Open House and Curriculum Night (twice yearly), Talent Show (February), etc.

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.

The school has found that we have a limited need for translation services; we can most often meet the needs of our community through staff, parent, and CCNY-Bilingual Education program volunteers. However, in the event that translation or interpretation is needed, we anticipate meeting those needs in the following ways: the availability of translation services has been posted in our school near the main entrance; the poster outlines our ability to translate information and provide interpretation services in several languages. Most DOE documents and forms are posted on the school website in multiple languages. We have used written translation services in the past but found that most families

did not take advantage of them. Our school's website has a function that will translate the entire website to any language upon clicking on the desired language. Likewise, the school has been able to provide the necessary translation services using school staff members, parent and CCNY graduate student volunteers. If the needs of our community change, we will add additional services. Likewise, we communicate with parents on a daily basis through an internet program (Engrade) that allows them to view students' homework assignments, exams, and current grades. Parents can access this web page to get a general idea of their child's standing in each class and to request meetings/information from individual teachers. At the beginning of the year, we offer trainings and written directions in requested languages for how to log onto this website. Through Engrade, teachers and parents can communicate via a messaging system that can include both an original text and google translated version - such communications allow us to plan for in-person meetings that will make use of an interpreter. The use of Engrade also provides family with a snapshot of their child's progress in numerical matters (grades, attendance, dates, etc) and then also allows for families to seek further clarification from the school or their community support networks.

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.

For the assorted monthly and yearly meetings that involve parents as well as individualized meetings with parents, the school has been able to provide necessary services through the use of staff members, parent and CCNY graduate student volunteers. For DOE Parent-Teacher Conferences, we pay for translators to assist parents. Although we send out ample notification to parents, the services are not utilized. We have also purchased wireless mics with headphones to translate at various events where parents are included. Parents have been notified of the service but they have not responded to the school to inform of their need to utilize the services. We will continue to reach out to parents and provide services as needed.

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.)

Using the Monday 85 minutes allotted weekly for Professional Development, the staff LAC will conduct semesterly PDs explaining the translation services and the over-the-phone interpretation services. Likewise, follow-up staff emails/memos will provide the information in a written format. Staff are frequently notified that their interpretation and translation questions/issues can be discussed with and supported by the ELL Coordinator. The T&I Brochure, Language ID Guide, and Language Palm Card are distributed to staff via their professional mailboxes every fall and are posted in the Teacher Workroom and in the Conference Room (where phone calls home are most often conducted) in order to make it easier for the staff to access the translation unit. Likewise, our Dean has a copy of the Chancellor Regulations and associated information in his office.

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

The school has found that we have a limited need for translation services; however, we fulfill parental notification requirements by distributing the Parents' Bill of Rights and the Parents' Guide to Language Access with the other school documents that are mailed to incoming students (9th grade) in June. Likewise, copies are included with the beginning of the year paperwork that is given to 10th through 12th grade students in September. Copies of all paperwork are available by request at PTA meetings. The Welcome Poster is displayed prominently at the entrance of the school and all security and main office staff are supplied with copies of the Language ID Guide yearly.

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)

Our school provides space for discussion of these needs in our monthly PTA and Principal's Breakfast meetings but it is also addressed specifically in the PTA agenda twice a year, as well as in our Curriculum Night and Open House presentations.