

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75M751

School Name:

MANHATTAN SCHOOL FOR CAREER DEVELOPMENT

Principal:

EWA ASTERITA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Manhattan School For Career Development School Number (DBN): 75M751
Grades Served: 9-12
School Address: 113 East 4th Street, NYC 10003
Phone Number: 212.477.2090 Fax: 212.228.7095
School Contact Person: Ewa Asterita Email Address: EAsterita@schools.nyc.gov
Principal: Ewa Asterita
UFT Chapter Leader: Thomas Rosa
Parents' Association President: Gloria Garcia
SLT Chairperson: Stuart Miller
Title I Parent Representative (or Parent Advisory Council Chairperson): n/a
Student Representative(s): Luis Navarro

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 East 1st Avenue, NYC 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: 212.802.1500 Fax: 212.802.1678

Borough Field Support Center (BFSC)

BFSC: District 75 Director: Gary Hecht
Director's Office Address: 400 East 1st Avenue, NYC 10010
Director's Email Address: GHecht@schools.nyc.gov
Phone Number: 212.802.1500 Fax: 212.802.1678

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)
Ewa Asterita	*Principal or Designee	
Thomas Rosa	*UFT Chapter Leader or Designee	
Gloria Garcia	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Luis Navarro Hailey Ortiz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stuart Miller	Member/ UFT	
Fiordaliza Fernandez	Member/ UFT	
Raul Padilla	Member/ UFT	
Debra Williams	Member/ PTA	
Darryl Rivers	Member/ PTA	
Conrada Pantaleon	Member/ PTA	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

751M is an inquiry-based collaborative professional scholastic community dedicated to providing "whole child" education with challenging educational and community-based work experiences, with equity of access, to all our students, enabling them to become integrated, productive members of a global society. We pay particular attention to providing a continuum of services – from main campus to Community Based Vocational Internship (CBVI) offsites -for our students, as we vigorously promote their rights to full participation in the workplace. We are fully committed to the implementation of the Chancellor's Capacity framework for Great Schools, the Common Core Learning Standards (CCLS), Career Development Occupational Studies (CDOS), Family and Consumer Science Standards (FCSS), Social/Emotional Development and Learning (SEDL), and Citywide Instructional Expectations (CIE) at all stages of students' education at 751M. Through adherence to the Capacity Framework's focus on instructional excellence, rigorous academics are a hallmark both at our 4th Street main campus and at every one of our seventeen vocational internship offsites. A pivotal factor in successful education of the "whole child" is providing school-wide instruction in SEL. SEL impacts student growth and progress both in the academic and the vocational arenas. Furthermore the influence of SEL extends to the school community as well as students interact with peers, teachers, parents, and CBOs. In order to effectively infuse SEL into the school curriculum, all stakeholders are part of the development and implementation process. Students are provided a scaffolded curriculum which is directly aligned to SEL New York State standards. Staff is provided access to frequent professional development such as Therapeutic Crisis Intervention (TCI) in order to learn how to incorporate positive behavioral supports in constructive ways. Parents are informed and trained on the SEL curriculum in order to reinforce its lessons at home. Current research indicates that fundamental personality factors - conscientiousness, openness, agreeableness, emotional stability, and extraversion - have the largest manageable influence on academic success (Poropat, 2014).

This deliberate combination of Common Core Learning Standards (CCLS), Career Development Occupational Studies (CDOS), Family and Consumer Science Standards, Social/Emotional Development and Learning (SEDL), and Citywide Instructional Expectations (CIE) leads to significantly improved student outcomes in the future. In our classrooms, SEL is of great significance and has a tangible, direct effect on our students' lives. Students master academic, vocational, and social-emotional skills in order to compete and be successful in this global economy.

It is this consistent focus on study, social /emotional skills, real life vocational training and fundamental hard work that sets our school apart. Proof of this is the fact that 99% of our graduates are placed directly into either competitive employment or agency linkages. In alignment with this vision, we have four full inclusive classes at the CTE High School of Fashion Industries, Harvey Milk High School, and Hudson High School for Learning Technologies and at Co-op Tech, as well as strong partnerships with A.H.R.C. and with Lighthouse International. We celebrate the fact that our school exists not in isolation but as part of a vibrant community of cooperative educational institutions, as exemplified by our relationships with Best Buddies program. Best Buddies program provides our students with direct employment placement. Additionally, they established a peer mentoring program with 751M and Bard High School /Early College students. We continue to participate in athletic competition as our all-inclusive high-school basketball team competes on a city-wide level. Lastly, we are proud to have been able to revivify 751M student government and provide our students an experience in civic studies.

In order to collect multiple perspectives for the CEP, we engaged in collaboration with students, parents/guardians, teaching faculty, paraprofessionals, related services providers, support staff, District 75 and our valued community partners. We established focus groups to address Chancellor Farina's Pillars and Capacity Framework. Each team examined the data and its impact for CEP goals and provided detailed feedback.

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

- **Data/Evidence** - All 751M available data [IEPs, Scantron Performance Series Assessments, Level I, II, and III Vocational Assessments, NYSAA, PBIS, QR 2012-2013, Attendance, OORS] was reviewed by the Cabinet Team and school Data Specialist.

Resources & Operations – The executive cabinet reviewed the Staff Handbook and organizational protocols. Students reviewed the PBIS Student Handbook.

- **Professional Development** – Team Leaders and teacher teams reviewed professional development opportunities and evaluations. The executive cabinet reviewed the Educator's Customized Platform for Professional Development and prepared professional development based on the needs of the educators.
- **Instruction & Curricula** – The Inquiry team [all staff] reviewed student performance tasks, curricula connection to the Advance, CCLS, CDOS, FCSS and SEDL, CIE.
- **Community & Parent Engagement** – The executive cabinet and Parent Coordinator reviewed the goals and outcomes for parent involvement. The School Leadership Team reviewed our CEP goals for the past four years, our ongoing relationship with the NYPD 9th Precinct and Best Buddies.

These CEP goals, cultivated through consensus of all school stakeholders and informed through meticulous data collection, guide school-wide instructional practices into which we incorporate Advance, CCLS, CDOS, FCSS and SEDL, CIE. On a daily basis, we dedicate and recommit ourselves to our core mission of providing all our students with rigorous 21st century college and career readiness skills that ultimately will lead them to optimal post-secondary pathways as well as prosperous and successful careers upon completion of our program.

75M751 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	220	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	3	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	N/A	% Attendance Rate			66.2%
% Free Lunch	59.7%	% Reduced Lunch			0.4%
% Limited English Proficient	27.4%	% Students with Disabilities			99.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			49.6%
% Hispanic or Latino	46.0%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	1.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.83	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			6
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.98
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	N/A	Recognition			N/A
In Good Standing	N/A	Local Assistance Plan			N/A
Focus District	N/A	Focus School Identified by a Focus District			N/A
Priority School	N/A				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

One of our school’s core missions is to provide our students with rigorous instruction that incorporates both CCLS and CDOS with a school-wide and collaborative-based curriculum map. Even though our students demonstrated proficiency on state exams, after reviewing our school’s 8th grade NYSAA data from the 2014-2015 academic year with all stakeholders, it was determined that 8th grade students have an ability to reach even higher levels of academic achievements and successes. Additional data source comes from the level of completion of school-based curriculum, specifically school-based units of study as outlined in our school-wide curriculum map.

Part 2 – Annual Goal

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

By June 2016, 8th grade students will demonstrate improved mastery of Common Core curriculum state standards across the content areas of ELA, Math, Social Studies, and Science, as evidenced by 10% growth in NYSAA extensions.

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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>Review of students' work by school Inquiry and Teacher Teams to ensure strict alignment to Common Core Learning Standards (eighth grade level)</p>	<p>Inquiry and Teacher Teams</p>	<p>Weekly, 9.15-6.16</p>	<p>Data Specialist</p>
<p>Continued use of school-wide curriculum map strictly aligned to the Common Core Learning Standards and EngageNY for instructional use at main site campus and at all CBVI off sites</p>	<p>All staff</p>	<p>Daily, 9.15-6.16</p>	<p>Administration</p>
<p>Assess all students via Scantron Performance Series assessments in Reading , Language Arts, and Math</p>	<p>All teachers</p>	<p>2 times a year</p>	<p>Data Specialist</p>
<p>School-wide use of NYSAA tracking system</p>	<p>All teachers</p>	<p>10.15-2.16</p>	<p>Data Specialist NYSAA Liaison</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>										
<ul style="list-style-type: none"> • Human Resources- School Administrators, NYSAA Liaison, Data Specialist, Teacher Team Leaders Teachers, Support Staff • Instructional resources – Student Datafolios, Teacher Produced Student Worksheets (CCLS Extensions and AGLIs), lesson plans, Google docs, and Scantron • Schedule Adjustments – Coverage for NYSAA Liaison, Data Specialist, and Teachers during all collegial reviews 										
<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.

Mid-point- 2nd Collegial review
Timeframe – Dec. 18th , 2015

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.

Social Emotional Learning is a key element in educating “whole child.” As stated by Chancellor Farina, in order to provide environment that is nurturing and supportive the entire staff needs to have common language and SEL best practices. Many students have social emotional limitations which leads them to behaviors that prevent them from accessing the general education curriculum. In order to assist with the de-escalating of the situation staff needs to be trained and informed about behavioral intervention and RTI models.

Part 2 – Annual Goal

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

By June 2016, there will be an increase in Therapeutic Crisis Interventions Services qualified (TCIS) and trained staff by 20% (from 55 to 66 persons). All staff who were on the table of organization in September 2015 will be trained in TCIS to provide an enhanced level of social-emotional support to students.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
Provide professional development on TCIS.	Faculty	October & November 2015 (8 sessions)	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.											
<ul style="list-style-type: none"> ♣ Human Resources- Administrator, Teachers ♣ Instructional resources –NYCDOE Professional Development Website, Google docs, curriculum map, 751M weekly ♣ Schedule Adjustments – Coverage for faculty and staff during the Professional Development 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Mid-point – End of Fall term [February 1, 2016] – 10% of all untrained staff will be trained in TCIS.
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.

During the End of the Year Conversations last year, the staff requested feedback and additional professional development options to enhance their pedagogical skills with an emphasis on designing student assessments. The Educator’s Customized Platform for Professional Development [ECPPD] is completed by all teachers. The plan provides a comprehensive research-based action plan and professional development strategies that are aligned to Common Core Learning Standards, the Career Development and Occupational Studies Standards, and the Chancellor’s Instructional Expectations. Based on the global Teacher Effectiveness data, the students’ assessments component, i.e. distribution of one formative and one summative written assessment per lesson, needs to be improved. Currently, the teacher informs instruction based on the IEP goals, Scantron, and teacher driven assessments.

Part 2 – Annual Goal

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

By June 2016, there will be an increase of designing student assessments in instruction by 10% as evidenced by improvement of teacher effectiveness ratings in Danielson Framework Component 1F, specifically formative assessments which are designed to inform minute to minute decision making by teacher during instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Organize inquiry assessment collection via sharable google docs.	Faculty	Daily; 9.15-6.16	Data Specialist
Provide teachers with professional development opportunities.	Faculty	Daily; 9.15-6.16	Administration and Teachers
Ensure that teachers' technology needs are met to support entire faculty.	Faculty	Daily; 9.15-6.16	Technology Liaison
Schedule teacher peer observations, residency and classroom inter-visitations	Faculty	Weekly; 9.15-6.16	Administration

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>											
<ul style="list-style-type: none"> ♣ Human Resources- Administrator, Data Specialist, Teachers ♣ Instructional resources – Atlas Protocol, Student-Based Datafolios, NYCDOE Professional Development Website, Google docs, curriculum map, 751M weekly ♣ Schedule Adjustments – Coverage for faculty and staff during the Professional Development 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
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

<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>
<ul style="list-style-type: none"> • Mid-point- Review of the Teacher Effectiveness data from the observations, 50% of all observations having been completed with written feedback provided to teachers by mid-point. • Timeframe – January-February
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Transition Planning is at the core of the mission of the school. While overall post-secondary placements and sustainability rates and agency linkage rates are high, we intend to improve the 2015-2016 rates even further. We will incorporate updated methodology in data collection via Google Docs to ensure that all students are properly tracked and that relevant data can be captured to assist us in improving our levels of post-secondary placement as well as to implement more highly nuanced methods to continually increase our overall sustainability rate. The additional data source includes exit summaries and Indicator #14.

Part 2 – Annual Goal

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

By June 2016, Post-Secondary Outcomes will be improved, evidenced by increasing sustainability of supportive or competitive employment placements by 10% of graduating students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide after-school program focused on career readiness and entrepreneurship</p>	<p>Students</p>	<p>1.16-6.16</p>	<p>Administration</p>

Completion of student exit summaries	Students	9.15-6.16	Administration
Provide after-school program focused on peer mentoring, Best Buddies.	Students	10.15-6.16	Administration
Expend Best Buddies collaboration to enhance competitive employment placements	Students	12.15-6.16	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.

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- Human Resources-Administration, Teachers, Transition Coordinator, School-Based Support Staff, Students, Best Buddies and Managers
- Instructional Resources-SEIS, Resume Writing and Interview Preparation Workbook,
- Schedule Adjustments-Teacher coverage to facilitate collaboration with our students and 7-Eleven and Best Buddies representatives

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.

- Mid-point – End of Fall term
- Timeframe – January 30, 2016

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

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

Section 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.

Provide timely information and materials to families to increase enrollment in the essential programs offered by OPWDD. This will provide families with greater opportunity to enrich their civic life of the school as well as at home. The data source will be the OPWDD reports.

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.

By June 2016, the family involvement in transition planning will increase as measured by OPWDD certification rates and participation of families of 751M students in Front Door Trainings and/or OPWDD eligibility findings as aggregated during the academic year.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) 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>Provide professional development and training opportunities. The school will provide 25 parent training</p>	<p>Family Partners</p>	<p>9.15-6.16</p>	<p>Administration</p>

opportunities to family partners to ensure that families are provided Person Centered support			
Assist parents with accessing literacy (both ELA and financial) programs	Family Partners	9.15-6.16	Administration
Continue providing on-line daily homework blog to parents and students (hard copy provided)	Family Partners	9.15-6.16	Administration
Provide quarterly parent newsletter; The school will provide 25 parent training opportunities to parents/guardians to ensure that families are provided Person Centered support	Family Partners	9.15-6.16	Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> ♣ Human Resources-Administration, Teachers, School-Based Support Staff, Students, Transition Coordinator, Parent Coordinator Parents, OPWDD representatives ♣ Instructional Resources-Teacher Created Homework Blogs, School-Based Parent Newsletter, OPWDD Website and Paper-Based Information, Google Docs, and 751M Weekly ♣ Schedule Adjustments-Teacher coverage in order to meet with parents when needed 											
Part 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"> • Mid-point – Report from OPWDD regarding Front Door participation and eligibility confirmations of 751M student applicants by mid-point of the academic year • Timeframe – January 30, 2016 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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: Manhattan School for Career De	DBN: 75M751
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part B: Direct Instruction Supplemental Program Information

created in line with the Common Core Standards (http://www.p12.nysed.gov/ciai/common_core_standards/), Talent Management Pilot (https://learn.arisnyc.org/ia/tag.6c7b14758e6fcb51.render.userLayoutRootNode.target.n8.uP?Sorpath=/course/showcourse&id=391&whence=usearch&uP_root=n8) and student IEPs. Finally, all Title III participants will play various roles in the development of the web series. Some will be actors. Others will man the cameras, edit clips and create soundtracks.

References

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. "Review of Educational Research," 49, 222-251.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In "Schooling and language minority students: A theoretical framework."

Csikszentmihalyi, M. (1997). FINDING FLOW: THE PSYCHOLOGY OF ENGAGEMENT WITH EVERYDAY LIFE. New York: Basic Books.

Danielson, C. (1996). ENHANCING PROFESSIONAL PRACTICE: A FRAMEWORK FOR TEACHING. Alexandria, VA: Association for Supervision and Curriculum Development. ED 403 245.

Sternberg, R. J., Torff, B., & Grigorenko, E. L. (1998). Teaching triarchically improves student achievement. JOURNAL OF EDUCATIONAL PSYCHOLOGY, 90(3), 374-384. EJ 576 492.

Vygotsky, L. (1986). THOUGHT AND LANGUAGE. Cambridge, MA: MIT Press.

Part C: Professional Development

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

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

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

References

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8,784.16</u>	<u>Instructional Sessions</u> <u>1 Administrator:</u> <u>\$52.84 x 54 hours (instruction) = \$2,853.36</u> <u>1 Teacher:</u> <u>\$50.50 x 54 hours (instruction) = \$2,727</u> <u>1 Paraprofessional:</u> <u>\$29.05 x 54 hours (instruction) = \$1,568.70</u> <u>1 Secretary:</u> <u>\$31.12 x 10 hours (during instruction) = \$311.20</u> <u>Professional Development Component</u> <u>1 Administrator:</u> <u>\$52.84 x 10 hours = \$ 528.40</u> <u>1 Teacher:</u> <u>\$50.50 x 10 hours = \$ 505.00</u> <u>1 Paraprofessional:</u> <u>\$29.05 x 10 hours = \$ 290.50</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2,172.57</u>	<p><u>Making Content Comprehensible for English Learners: The SIOP Model (4th Edition)</u></p> <p><u>\$49.22 x 3 staff = \$147.66</u> source: <u>120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School (2nd Edition)</u></p> <p><u>\$30.04 x 3 staff = \$90.12</u> source: <u>http://www.amazon.com/gp/offer-listing/0132479753/ref=dp_olp_new?ie=UTF8&condition=new</u></p> <p><u>Life Skills for Teens: Reproducible Masters for Middle and High School Students</u></p> <p><u>\$43.00 x 3 text = \$129.00</u> source: <u>https://cart4.barnesandnoble.com/op/request.aspx?stage=confirm</u></p> <p><u>iPad Mini</u></p> <p><u>\$299 x 6 students = \$1,794.00</u> source: <u>http://store.apple.com/us/buy-ipad/ipad-mini-2/16gb-space-gray-wifi</u></p> <p><u>Monteverde Stylus (for iPad and other touch devices) 12/Pack</u></p> <p><u>\$11.79</u> <u>http://www.staples.com/Monteverde-S-103-Click-Action-One-Touch-Ballpoint-Pen-With-Front-Stylus-12-Pack-Blue/product_308655</u></p>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$243.27</u>	<u>Refreshments for parents.</u>
TOTAL	<u>\$11,200</u>	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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 Ewa Asterita	Assistant Principal
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Dr. Hobbs
Teacher/Subject Area Raul Padilla/Bil	Parent Gloria Garcia
Teacher/Subject Area Miguel Mercado/CBVI-Bil	Parent Coordinator Carolina Velasquez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Thomas Rosa Dean

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program	1	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]		Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	200	Total number of ELLs	54	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): SP
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												2	7	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	54	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	54
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	25

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	4	2	4	4	2	4	5	1	5	0
DL										0
ENL	3	0	3	13	3	13	25	1	25	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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										1	1	1	8	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									0	3	1	5	30	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													3	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														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We at P751M administer a Scantron performance series assessment during the fall and spring semesters to gauge the literacy skills of our student population, including our ELLs. Other assessments for 751M SWDs include the New York State Alternate Assessment (NYSAA) and the NYSESLAT. Teachers conduct ongoing assessments with the assistance of Spanish-speaking paraprofessionals. Students are assessed on benchmark achievements, based on their IEP mandates. Student work is collected in portfolios. We also utilize teacher designed materials and vocational assessments. Data gathered from the aforementioned assessments inform the next-step design process and IEP goal/objective creation and implementation. Data is collected to track student progress. Progress reports accompany quarterly report cards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The majority of students score higher on the speaking and listening portions of the exam than the reading and writing portions. According to NYSESLAT 2014-15 results, 71% of our current ENLs score at Entering level; 15% Emerging; 7% Transitioning; 5% Expanding and 2% Commanding. Additionally, 52% of our ELLs have received service for more than six years. Entering level is a most frequently observed designation for all grade levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 At this time we do not use the AMAO tool.
 AMAO 1 measuring proficiency level progress is measured by growth with NYSAA indicators, PLOP, Language Live, Santron, Math Voyager, and teacher assessments. Due to our ELLs' disabilities, progress is not measured by proficiency level but rather by growth within each proficiency.
 AMAO 2 is measured with the RLAT and the NYSESLAT scores to see how many of our ELLs score at Commanding.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Previous years' data demonstrate that most of our students perform better on the speaking and listening portions than the reading and writing portions of the exam. About 50% of our ELLs have scored at the intermediate level on the speaking and listening modalities; and about the same percentage of students have scored at the beginning level on the reading and writing modalities across all grade levels. This trend is more prevalent in our 12th grade data: A majority of the students have scored at the intermediate level on the speaking and listening portion, but more than half of the students have scored at the beginning level on the reading and writing. The data demonstrates that our ELLs are improving in their speaking and listening abilities, but need more fluency development support. According to NYSAA data, ELLs have scored the same as their monolingual peers on English language assessments. Currently, 751M does not participate in periodic assessments.

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

Currently, our school does not administer ELL periodic assessments.

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

All teachers at our school are provided ENL student name lists and their levels. All non-certified ESL teachers have been Jose P. trained. All instruction at our schools, every single class, is planned and implemented according to the needs of all learners in addition to our ENL students. Lessons address all learning styles. Language development is addressed across the curriculum, including our CBVI worksites. Our bilingual/Spanish teachers provide the same rich instruction in Spanish to the bilingual students as they develop their English language skills. Teachers use technology, viz., presentations that incorporate visuals, music, videos, art, etc., both as a differential tool and to address all learning styles. A bilingual Spanish counselor serves the needs of our Spanish speaking students. All text is modified to address our students' individual reading levels. NYSESLAT scores and formal/informal teacher observations provide baseline data and ongoing assessments to make sure students new language development informs instructional decisions in our TBE and freestanding ESL programs. TBE program decisions concerning increases in the amount of English to native language are informed by student progress on assessments and IEP goal achievement. Title III will help students develop workplace-related reading and writing skills (filling out job applications, writing resumes, reading job descriptions, composing personal statements), twice a week (3:00PM-5:00PM). We provide student-to-student tutoring. AIS is provided to ELLs by a licensed ESL or bilingual pedagogue during the school day to contribute additional language acquisition support. ESL and bilingual pedagogues work with content-area teachers to provide development and assistance in implementing strategies to build on our students' English language skills. Individualized instruction and programming is also developed through a consideration of our students' educational history/background and parent/caregiver input.

7. For dual language programs, answer the following:

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

Currently our school only features TBE and ENL programs.

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

Our program will be considered successful if we can demonstrate an increase in student movement from Entering to Commanding (or beyond) on the speaking and listening modalities of the state exam, and from Entering to Expanding (or beyond) on the reading and writing portions. Student improvement in both of these categories will demonstrate program success..

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.

All English Language Learners (ELLs) or Limited English Proficient students (LEPs) are identified and referred to 751M by the CSE (Committee on Special Education). The CSE evaluates and assigns them to Freestanding ESL, Dual Language or Transitional Bilingual Education programs. Dual Language Programs are not currently offered at MSCD. As part of the CSE intake process, parents complete a legally mandated document called the Home Language Identification Survey (HLIS), which includes an informal oral interview in English and their native language. The interview serves to provide more specific information regarding the student educational history, language and literacy practices. If the HLIS demonstrates that the student speaks another language, that student becomes eligible to take the NYSITELL. When the NYSITELL is given and the potential ELL falls below the cut score, s/he is designated for ESL or bilingual services. If the student's home language is Spanish and s/he does not pass the NYSITELL, then the Spanish LAB is

administered. Students who are not evaluated by the CSE for ELL identification are evaluated by the school. When a home language survey is unavailable, (in the case of missing records, new state residency, etc.) HLIS (and the NYSITELL if necessary) is administered at the school. MSCD has three certified ESL teachers who oversee this process: Marie Kwan and Thomas Rosa (Dean and fluent Spanish speaker). They convene weekly with the pupil accounting secretary to gather information about recently enrolled students and verify their home language(s). When a Spanish LAB is necessary, MSCD's certified bilingual Spanish teacher (Mr. Padilla) administers it. This process is performed once within ten business days of enrollment (as per NYS guidelines:

<http://www.p12.nysed.gov/biling/bilinged/faq.html#language2> and

<http://schools.nyc.gov/Offices/District75/Departments/ELL/default.htm>). The ESL staff also identifies NYSITELL eligible students by printing a report called the RLER, which is accessible via the Automate the Schools (ATS), and lists students who should take the NYSITELL and the New York State English as a Second Language Achievement Test (NYSESLAT). In addition, the RLAT (NYSESLAT grades from last three years) report is printed out along with our list of ELLs from the compliance binder. LEPs at 751M are evaluated annually using NYSESLAT. The following educators comprise our NYSESLAT team: ESL teachers Marie Kwan and Thomas Rosa; and bilingual teachers Miguel Mercado and Raul Padilla.

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).

MSCD is a high school that receives few new DOE enrollees. When we receive new students, a licensed ENL pedagogue and the LPT administers the Home Language Identification Survey. If the home language is other than English, the student is interviewed by an ENL pedagogue, the parent coordinator and other members of the LPT. The student's parents/caregivers are interviewed as well. Transcripts available from the student's previous school are also analyzed and the student is given a questionnaire.

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).

If the home language is not English, then the student is interviewed by an ENL pedagogue, the parent coordinator and other members of the LPT: Lawrence Rolla, AP; Raul Padilla, ENL-bilingual-Spanish; Melody Tuck, special education teacher; Carolina Velazquez, parent coordinator (bilingual-Spanish) and a parent/caregiver. The timeline to accept or reject LPT recommendations is 20 days.

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.

751M does not distribute entitlement letters; students are placed by the District 75 placement office. The initial ELL identification process, the parent survey, the program selection, and student placement are all done at CSE, in District 75 prior to the 751M intake process. The distribution, securing and storing of the entitlement letters are performed by CSE, also within District 75.

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).

Parents/caregivers are informed of their right to appeal ELL status during the LPT meeting: a letter is mailed home in English and the home language. Parents/caregivers are contacted, reminders are sent via phone; letters and support are offered and encouraged several times prior to the 45-day deadline.

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.

At District 75 this process is done at the CSE.

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.

At District 75 this process is done at the CSE.

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

At District 75 this process is done at the CSE

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

At District 75 this process is done at the CSE

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

Google Docs, personal folders and files.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

After carefully cross-examining the following ATS documents: RCRL; RLER; REXH; RPOB; ROCL; RYOS; AND RELL, each ELL student is scheduled for the test. Letters are sent home to inform parents/caregivers and phone calls are made to remind them of exams. All pedagogues that work with the ENL students are informed through emails, school announcements during meetings and notifications in the mailbox. The following ENL licensed teachers are involved in the NYSESLAT examination process: Marie Kwan-Zi, Thomas Rosa, both ESL teachers and Raul Padilla, bilingual.

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

In District 75 Parent notifications are done as part of the IEP process, eg. PWN.

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).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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 ENL program consists of a stand alone/integrated ENL model. Students are grouped based on IEP ratios, recommendations, home language of instruction. Our heterogeneous, ungraded groups are taught by a certified ENL teachers in stand alone ENL or integrated ENL in a core content area. All our students are receiving their requisite minutes as per CR Part 154-2.
 - b. TBE program. *If applicable.*
Our bilingual classes are self-contained. MSCD employs an ungraded program model, and most of our ELLs are grouped heterogeneously with mixed proficiency levels. 751M maintains an instructional program that addresses the language and cultural needs and strengths of ELL students with disabilities, which are administered by state certified ESL and bilingual teachers.
 - c. DL program. *If applicable.*
Currently our school only features TBE and ENL programs
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)?
Our programs meet the CR Part 154 mandates. Entering level students in ENL are provided at least 540 instructional minutes, while Emerging, Transitioning and Expanding students are receiving 360, 180 and 180 respectively. Commanding receive 90 minute of integrated ENL. Students in TBE are provided 360 a week of ENL, HLA class, and 2 content area bilingual classes taught by a certified bilingual teacher.
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.
All classes follow the school-wide curriculum and read a common text each month. Teachers use the curriculum prescribed texts and the secondary sources. Vocabulary is translated in Spanish for Spanish bilingual students. Visual images, music, and video clips are used to enrich and further support instruction and content in Native Language. Translated text modifications are provided to in Native language to support is provided to support bilingual Spanish speakers. Support in TBE content instruction 50-60% of the instructional time, based on the students' proficiency level(s). In freestanding ENL, native language support is provided by bilingual staff present in the classroom, i.e. paraprofessionals. Content area support is provided to ELLs in school-wide, curriculum-aligned instructions. TBE teachers instruct Spanish, ELA and math in English and Spanish. The TBE teacher provides NLA. ENL teachers use ENL methodologies such as Total Physical Response and provide an extra acquisition support of CALP through the employment of Depth of Knowledge (DOK) stem questions. Moreover, students are encouraged to use evidence-based terms and context clues by revisiting texts as per the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are evaluated in their native languages in different ways. In the bilingual classroom, the teacher conducts ongoing assessments with the assistance of Spanish speaking paraprofessionals. Student work is collected in portfolios. Our TBE designated ELLs whose native language is Spanish, receive daily instruction in their native language by their TBE teachers.

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

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

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

The teachers scaffold student learning based on the work collected. SIFE students are given multiple incentives to attend school.

They, along with all ELLs, are invited to participate in our Title III program. They also receive AIS and have access to a wide array of shops and activities to enhance their learning and promote academic interest. Shops include bike repair, woodshop, graphic arts and culinary arts. Some of the activities offered include: Positive Behavioral Intervention and Supports (PBIS); school trips; school store access; monthly assemblies; lunchtime; and recreational activities, e.g. music composition, dance, chess, career exploration and sports. New ELLs (0-3 years) are tested using the NYSESLAT. Once their grades are reported, the ENL team, consisting of two certified ENL teachers and two certified bilingual teachers, develops an action plan to address their needs. For example, students who score poorly on the writing portion of the exam will be given additional support at school via technology, e.g. the iPad (relevant apps include: Pearson Grammar Prep, Dragon Dictation and Flashcard Creator). These students' progress will be monitored yearly by referencing the RLAT report which provides the NYSESLAT test results for each modality: speaking, listening, reading and writing. LEPs in the 4-6 year range receive more intensive interventions. In addition to the mandated hours of English language instruction (as per CR 154) they also receive AIS through afterschool activities, e.g. homework help and the VTEA funded job club. Longterm ELLs continue to receive ESL services as they change over to the Manhattan Transition Center (751M work sites), which offers intensive vocational training and assistance with adult agency contact. This year, every worksite has been equipped with laptops or desktops and Internet access for students and staff. The ESL teacher continues to build the ELL's functional English language skills through push-in/pullout instruction with special emphasis on work-readiness, e.g. interviewing skills, resume writing and filling out applications.

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.

Once our school receives written request to initiate the reidentification process we review all the documents related to the initial or reentry identification process (we will contact CSE if needed). The LPT team will review the student's in English and Home language work, as well as the student's academic data to ensure his/her progress has not been affected. If the original determination was that the student should not be administered the NYSITELL we may administer the NYSITELL. The Re-identification Process will not include a second administration of the NYSITELL. The school will consult with parent or guardian.

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?

DOK questions stems, considering student levels as per IEP and ELL level. Modified readings in both English and home/native language(s). Frequent and ongoing assessments, modified homework and student collaborative activities that are sensitive to all learning styles/levels.

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?

751M ensures that flexible programming is used to maximize student time spent with non-disabled peers. Some of our students participate in MSCD's standardized inclusion program at The High School for Fashion Industries. The students attend inclusion

Chart classes in a general education setting and receive Special Education Teacher Support Services (SETTS) for extra support in reaching their IEP goals and attaining English proficiency within the least restrictive environment.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

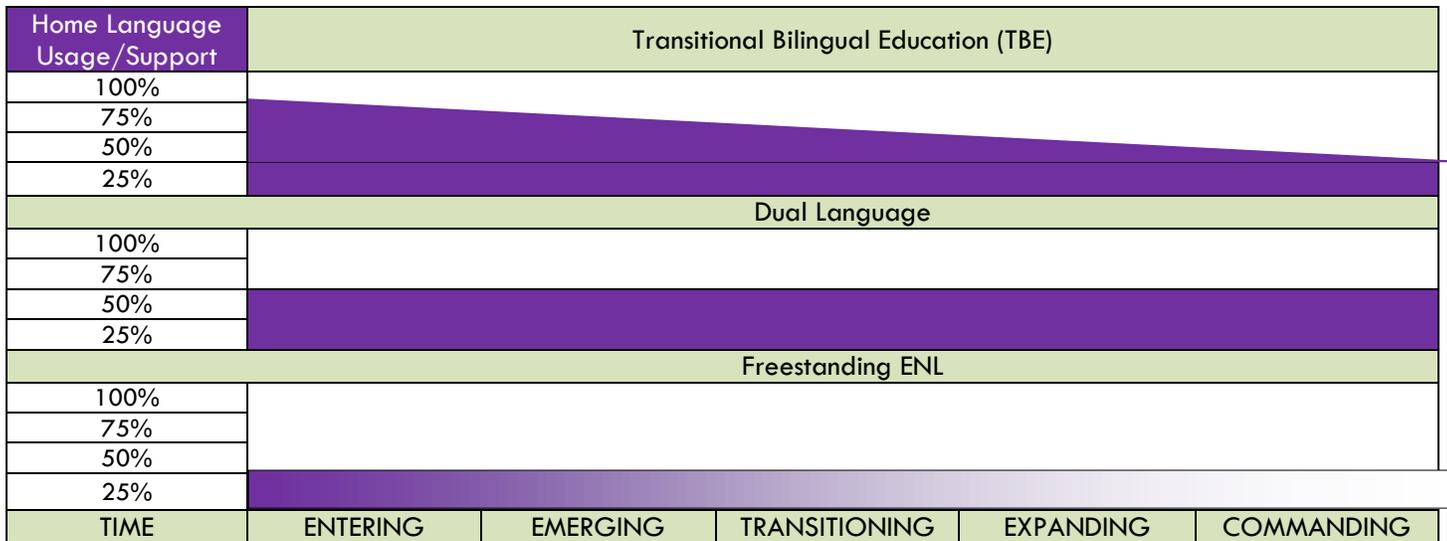


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
751M offers Academic Intervention Services (AIS) to its students. ESL Marie Kwan, and a bilingual teacher, offer the service to a selected number of ELL students who require extra support in language acquisition (determined by baseline data of informal teacher class observations and NYSESLAT scores). Our TBE teacher works exclusively with bilingual students who need extra support in their native language. AIS is also provided for ELA, math and social studies by the teachers in the respective subject areas for targeted interventions.
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 lessons in all major subjects (English, Math, Science and Social Studies) are required to include ELA and math components. Reading modifications are required at a minimum of 3 levels in every subject class. All teachers are made aware that they are teachers of ELLs during daily Inquiry Team meetings, monthly meetings and are required to show evidence of addressing needs of all learners during observations. Students are assessed through Scantron, NYSAA, AIS-Language Live and in during daily routine class formative and summative assessments.
12. What new programs or improvements will be considered for the upcoming school year?
We will be collaborating and partnering with students from the general education sites.
13. What programs/services for ELLs will be discontinued and why?
None at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We provide Title III to our ELLs. All ELLs are encouraged to participate. We offer CTE and ADL classes to ENL students, as well as CBVI worksites. We have one CBVI specifically for Bilingual:Spanish students. Students enrolled in CBVI receive services from non-certified ENL teachers at their respective worksite locations. ELLs are welcome to the same services provided to all students. They are invited to participate to all activities, i.e., sports, trips, events, student council, Zumba dancing, drama classes, by teacher communication with parents via phone, through letters translated into their languages, during face to face meeting with students, through counseling services and IEP meeting, etc. Loudspeaker announcements are made in English to alert all students of upcoming activities at the 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.
Each class is equipped with technology, e.g. computers and projectors; several classes have smart boards. All teachers are required to address all learning styles during instruction (visual, hands-on, listening, speaking) and group work is also a required component during lessons. To facilitate language acquisition for ELLs visuals accompany vocabulary which is provided in English and Spanish. We offer our students CTE and ADE classes and instructional trips. Worksheets with images/ or translated into Spanish are provided to bilingual students. ELL practices are infused into every single lesson plan. Bilingual paraprofessionals translate content and assessments as needed. .
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered in each program through our bilingual libraries, bilingual personal (paraprofessionals and teachers), technology, translated text, films, video, etc.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Every teacher/selected service provider is required to review all of his/her students IEP's and complete a 408. Instruction is differentiated according to IEP goals. The CCLS is infused into our school curriculum. Student assessments and readings are modified based on IEP levels. All lessons in all major subjects (English, Math, Science, and Social Studies) are required to include ELA and math components.
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).
Parent Coordinator provides an intake/orientation. Dean Rosa provides title III after school. Counselor provides student orientation.
19. What language electives are offered to ELLs?
MSCD is an Alternative Assessment school. Only our inclusion students take language courses: 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)?

Currently our school only features TBE and ENL programs..

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.)
All ELL staff members are encouraged to enroll in the PDs provided by the Department of Education. All MSCD teachers attend daily inquiry team meetings from 8:00am to 8:25am, Monday-Thursday, and Fridays, 8:00am to 9:15am. Staff members (including, but not limited to: the principal, counselors, teachers, related service providers, and paraprofessionals) regularly review the Danielson Framework for teaching and analyze individual student work. On Fridays, staff members who have recently attended professional development and workshops outside of the building turnkey to the staff.
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?
Raul Padilla attends several PDs facilitated by Maryann Polesinelli, Director of ELL Programs. In addition to the CR Part 154, Mr. Padilla attended the following workshops: ELL Compliance Professional Development Series: Session 1 - ELL Identification; NYSITELL; ATS Reports; Compliance Binder Documents; Title III (9/12/14); ELL Compliance Professional Development Series: Session 2 - Administration of the 2015 New York State English as a Second Language Achievement Test (NYSESLAT) (3/20/15); and the ELL Teacher Professional Development Sessions: Promoting English Language Acquisition for ELLs with Disabilities through the Use of Film (6/3/15). Raul Padilla turnkeys all pertinent information to staff members.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Since our children are in a secondary school program for non-diploma bound learning disabled students, worksite transition is crucial. There is no middle-school-to-high-school transition for them. Our staff mainly helps ELLs transition from the main site to the MTC, usually by the age of 18. During monthly staff meetings and on professional development days, we host workshops concerning transition, advance, professional learning standards, best practices and curriculum. These workshops familiarize staff with the transition process and the goal of helping our students find gainful employment while maintaining rigorous academics appropriate to their cognitive level. Jose P. Training is provided by the Department of Education and District 75.
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.

As stated in the response to question 2, Raul Padilla attends several PDs facilitated by Maryann Polesinelli, Director of ELL Programs. In addition to the CR Part 154, Mr. Padilla attended the following workshops: ELL Compliance Professional Development Series: Session 1 - ELL Identification; NYSITELL; ATS Reports; Compliance Binder Documents; Title III (9/12/14); ELL Compliance Professional Development Series: Session 2 - Administration of the 2015 New York State English as a Second Language Achievement Test (NYSESLAT) (3/20/15); and the ELL Teacher Professional Development Sessions: Promoting English Language Acquisition for ELLs with Disabilities through the Use of Film (6/3/15). Raul Padilla turnkeys all information to members of the staff, including ELL personnel.

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?

All MSCD staff members are required to contact parents on a daily basis. Individual meetings with parents take place on a weekly basis over the phone or at least once per semester outside of mandated parent/teacher conferences. Student IEP goals (the needs and goals of our ELL students) are embedded in their IEP goals and reviewed during these meetings and/or discussed over the phone. These documents are also mailed to parents/caregivers when report cards are sent.

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. PTA president Gloria Garcia is the parent of an ELL student. Ms. Garcia meets regularly with Carolina Velazquez (a bilingual/Spanish speaker). MSCD is also readily proactive and diligent about informing parents of Front Door and OPPWDD Front Door meetings throughout the district. Translated literature is provided by Carolina Velazquez. Certified ENL and non-certified ENL teachers contact parents on a daily basis.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? MSCD partners with Parents of Parents of New York State (Language accommodations are provided). Office for People with Developmental Disabilities (OPWDD); Social Security Administration; AHRC. All the agencies provide language accommodations.

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

Surveys and questionnaires. PTA meetings and daily communication between parents/caregivers and teachers. Our Parent Coordinator, Carolina Velasquez is a certified DOE Interpreter. She also sets up interpretive/translation.

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

By providing guidance, supports and information about need. Parental involvement is crucial for the successful transition of our students to the workforce. Our principal, Ms. Ewa Asterita, has provided (and continues to provide) multiple opportunities for parents to visit the school and acquire information concerning their children including: monthly coffee meetings, IEP conferences, and PTA meetings. Our parent coordinator, Carolina Velasquez, works assiduously to inform and evaluate the needs of our parents. Ms. Velasquez and the PTA board collaborate for additional parent/caregiver involvement. In addition to parental involvement, 751M has networked with many community-based organizations that provide workshops and services for ELL parents including: Goodwill, YAI, Contemporary Guidance Service, AHRC. Parental needs are evaluated via school surveys, IEP conferences, Parent-Teacher Conferences, telephone conversations and during school walk-throughs. Our parental interactions address the needs of our students by providing them vital information, and connecting them with the appropriate services. Level One vocational assessments are done annually to gauge student interests and parental needs. This information is crucial for planning student transition from our program to the workforce. The parent coordinator and staff work collaboratively to connect parents with Medicaid coordinators, agencies and employers. This is a vital process that empowers families by providing their children the most independent lifestyle possible.

D. Additional Information

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

Paste response here:

School Name: **751M**

School DBN: **75M751**

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)
Ewa Asterita	Principal		10/28/15
	Assistant Principal		
Carolina Velasquez	Parent Coordinator		10/28/15
Raul Padilla	ENL/Bilingual Teacher		10/28/15
Gloria Garcia	Parent		10/28/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Edgar Hobbs	School Counselor		10/28/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Thomas Rosa- Dean	Other <u>Dean of Students</u>		10/28/15
Miguel Mercado	Other <u>ENL/Bilingual Teach</u>		10/28/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75M751**

School Name: **Manhattan School for Career Develop**
Superintendent: **Gar**

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.learn DOE.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.

A multilingual welcome poster is displayed visibly at the the entrance of our school. During the initial student admission/intake, the parent is asked to complete the Home Language Identification Survey (HLIS) in their native language, provided this is the child's first time entering a New York City Department of Education school. On the HLIS document, a parent is requested to indicate their preferred language in receiving oral communication and written information from the school. Consequently, all parents have been surveyed and have been contacted by the Parent Coordinator to determine the language requirements for documents that need to be sent home. In addition, interpretation services will be provided as it is needed in the 15 foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone with any of the translation or interpretation needs of the ELL parents. During the intake registration process the preferred written and oral language of family and student is obtained. Through the Model Transition Project extensive home visits are conducted including informal language surveys. The MTP and Parent Coordinator collaborate to provide a series of workshops and outreach phone calls to parents. In addition, we developed a multiple approach using flyers, newsletters, and Voice Shot Bilingual Messaging. We also use the Preferred Language Cross Reference List from ATS. During the intake process, parents are asked language preference and needs. The forms are kept in the students' records. Information is transferred to ATS.

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.

English, Spanish, Japanese, and Ukranian. These documents will be distributed to families at the beginning of the school year and as needed.

Part B: Creating a Communications Calendar

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

School Event Calendars; Parent workshop flyers, Parent-teacher conference announcements; The Parent Handbook: The School Messenger (Spanish); NYSESLAT; Regents and NYSSA testing dates; The Intake Package; Trip Forms; Parent Teacher Conferences flyer

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.

Parent teacher conference (twice a year). The first series of conferences are held on November 9, 2015, in the evening and November 10, 2015, in the afternoon. The second series of conferences are held on March 7, 2016, in the evening and on March 8, 2016, in the afternoon. IEP meetings are held once a year. ENL teachers will meet with parents in person or on the phone at least 4 times per year.

Part C: Providing Language Assistance Services

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

Written translations are provided by DOE Translation & Interpretation Unit, and our in-house school staff. Three of our certified ELL teachers are capable of doing the translation. The additional staff who can also provide the service consist of: the Parent Coordinator, the Dean, the School Psychologist, and numerous Paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL students will guarantee that the translated documents to parents are received in the timely manner. When our ELL parents require written translation in a language other than Spanish, we ascertain if this other language is the native language of any of our staff members. If it is

not, our school utilizes the services of the Translation and Interpretation Unit. This service will translate the written notices to the parents in a timely fashion. All notices are mailed home in the appropriate languages. .

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.

If the other language is the native language of any of our staff members they volunteer to translate. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This action is available through a 3-way phone conversation or persons arriving at the school for oral interpretation needs. We also use the language preference identification form provided by the city.

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.)

Every member of the school receives a Language Identification card, as well as information about the translation and interpretation unit (access number is provided).

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

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)

The parent coordinator as needed. The parent coordinator is aware of parent's needs. ATS reports on language preference are reviewed once a month to ensure that parents language needs are being met. During parent teacher conference language preference is offered. We rely on the data from the NYC DOE Parent Survey to improve on our services to all parents including parents of ELL's. Feedback forms are provided after each workshop--forms are translated into Spanish.