



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** MANHATTAN EAST SCHOOL FOR ARTS AND ACADEMICS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 04M224

**PRINCIPAL:** LILLIANA SARRO **EMAIL:** LSARRO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LUZ CORTAZZO

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Lilliana Sarro	*Principal or Designee	Signature on File
Kathleen Lekadou	*UFT Chapter Leader or Designee	Signature on File
Ramona Fraser	*PA/PTA President or Designated Co-President	Signature on File
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Melissa Cancel	Member/Staff	Signature on File
Allison Dewhurst	Member/Parent	Signature on File
Lorin Barnes-Farrow	Member/Staff	Signature on File
William Meehan	Member/Staff	Signature on File
Harriet Joseph-Erskine	Member/Parent	Signature on File
Nasreen Hussain	Member/Parent	Signature on File
Leslie Eaton	Member/Parent	Signature on File

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*By 2012 the number of students achieving the 75<sup>th</sup> growth percentile in mathematics will increase by 20%.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In reviewing our school's report card and assessment data we determined that only 31% of the students in the lowest third achieved significant growth for the math exam.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - *Identify for all staff the students categorized as being in the lowest third.*
    - *All students in the lowest third will be focused on as a part of the PLCs.*
    - *Development and use of writing rubrics for use in the content areas to insure uniformity throughout each grade level.*
    - *All students identified in the lowest third will be encouraged or mandated to participate in afterschool tutoring.*
    - *Based on ITA and predictive exams students not showing targeted growth will be assigned peer tutor during extended day &/or lunch time.*
    - *To have a math activity, which is aligned with the common core standards for math and writing, in algebraic thinking for all 8<sup>th</sup> graders.*
    - *In the seventh grade students will write a history of math report which meets the standards of the common core in both writing and math.*
    - *In the sixth grade students will write a report focusing on math in the real world specifically as found at SONY Wonders which meets the common core standards for math and writing.*
    - *All students will receive test taking strategies. The practices will be aligned by grade and subject by the PLCs.*
    - *All students will receive instruction focusing on the use of a calculator.*
  - b) staff and other resources used to implement these strategies/activities, *This plan is inclusive of all staff members. Our network will be providing professional development.*
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, *The teacher teams have received training in interpreting the data available via ARIS, ACUITY and teacher developed exams. Teachers have received Professional libraries including topics such as socio-emotional development, understanding by design, Charlotte Danielson's book on *Professional Practice: A Framework for Teaching*, the common core standards, rubrics and curriculum development.*
  - d) timeline for implementation. *September- November: Professional Development October- June: Professional Learning Communities investigating student performance, professional collaboration to review student work and enhance achievement*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are a Non-Title I school.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers are presently identified as highly qualified based on their licensing. However, should we need to hire in the future, supervisors will attend the citywide hiring fair. New and struggling teachers will be assigned mentors.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All funding is tax levy. Food services provide free breakfast to all students in all grades throughout the school year, as well as, free, reduced and full price lunch to all students. Stanley Isaacs and SCAN Beacon provide additional homework help to all students as well as afterschool activities for enrichment.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

All funding including tax levy, ARRA Race to the Top, Contract for Excellence, Rollover Title I and Title I Students in Temporary Housing and FSF are used to cover teacher salaries.

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*By 2012, 100% of the teachers will develop a minimum of one literacy task (ELA) that is embedded in a rigorous curriculum unit that is aligned to the Common Core Learning Standards.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was chosen in order to insure that students continue to meet AYP on the ELA exam and increase their performance growth index as seen on the School Progress Report as well as teacher assessments and performance on the ELA exam.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

*Staff will meet biweekly to ensure alignment in evaluating student written work.*

*Staff will receive professional development on evaluating written work and the use of the writing rubrics appropriate for the grade they are teaching.*

*Staff will meet regularly to develop units/lessons in multiple content areas that incorporate writing activities.*

*All staff will utilize a common writing rubric appropriate to their grade and aligned with the common core standards.*

*All students including SWDs and ELLs will participate in a minimum of one rigorous ELA task that is embedded in an ELA unit and is aligned to the Common Core standards.*

*All teachers at Manhattan East will broaden their standards of pedagogy resulting in the strengthening of student work by engaging in teacher teams to evaluate student work across the curriculum.*

- b) staff and other resources used to implement these strategies/activities,

*All teachers will participate in the activities.*

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

*This plan is inclusive of all staff members. Our network will be providing professional development.*

- d) timeline for implementation.

*September- November: Professional Development    October- June: Professional Learning Communities investigating student performance, professional collaboration to review student work and enhance achievement.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our school is Non- title I school. However, we will be holding a special meeting for the parents of students with special needs (SWDs). The focus of the meeting will be to provide parents with tools to assist their child in creating a rigorous writing sample which is aligned with the common core standards for ELA and writing.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers are presently identified as highly qualified based on their licensing. However, should we need to hire in the future, supervisors will attend the citywide hiring fair. New and struggling teachers will be assigned mentors.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All funding is tax levy. Food services provide free breakfast to all students in all grades throughout the school year, as well as, free, reduced and full price lunch to all students. Stanley Isaacs and SCAN Beacon provide additional homework help to all students as well as afterschool activities for enrichment.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

All funding including tax levy, ARRA Race to the Top, Contract for Excellence, Rollover Title I and Title I Students in Temporary Housing and FSF are used to cover teacher salaries.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of teaching staff of the teaching staff will have participated in at least 4 cycles of formative observations, as per a research based rubric that allows for teacher self-reflection, focused feedback, and next steps.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In the School's Learning Environment Survey the teaching staff has requested more feedback regarding their teaching practices.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - *Teachers will receive Professional Development on Danielson's Enhancing Professional Practice.*
    - *Teachers will self-assess their performance on ARIS for the teaching competencies.*
    - *Administrators will utilize Danielson's rubric for evaluation of teacher's practice during formal and short frequent cycles of classroom observation.*
    - *Based on the formal and short frequent cycles of classroom observations teachers will be provided with feedback regarding their teaching based on Charlotte Danielson's rubric.*
    - *Teachers and Administration will develop a plan for professional development for the school year based on the self-assessment done by the staff.*
    - *New teachers will receive additional mentoring and support from a Senior teacher to assist them in meeting the proficient/distinguished level on the competencies.*
    - *Review of Charlotte Danielson's rubric to identify those skills necessary to be a distinguished teacher*
  - b) staff and other resources used to implement these strategies/activities,

A consultant from our network has been hired to provide professional development . In addition the staff received Professional Development on Danielson's Enhancing Professional Practice as well as her book.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

The school has constructed PLCs and Inquiry teams to address the curriculum and assessment of all students.
  - d) timeline for implementation.

September- June: Professional Development (monthly & NYC/DOE Professional Development Days)  
October-May: PLCs/Inquiry Teams meet

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are a Non-Title I school.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers are presently identified as highly qualified based on their licensing. However, should we need to hire in the future, supervisors will attend the citywide hiring fair. New and struggling teachers will be assigned mentors.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All funding is tax levy. Food services provide free breakfast to all students in all grades throughout the school year, as well as, free, reduced and full price lunch to all students. Stanley Isaacs and SCAN Beacon provide additional homework help to all students as well as afterschool activities for enrichment.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

All funding including tax levy, ARRA Race to the Top, Contract for Excellence, Rollover Title I and Title I Students in Temporary Housing and FSF are used to cover teacher salaries.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>1</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>2</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>3</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>4</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>5</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>6</b>	12	5	<b>5</b>	5	20	n/a	n/a	n/a
<b>7</b>	25	20	5	5	30	n/a	n/a	n/a
<b>8</b>	30	20	<b>20</b>	5	40	n/a	n/a	n/a
<b>9</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>10</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>11</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a
<b>12</b>	n/a	n/a	<b>N/A</b>	<b>N/A</b>	n/a	n/a	n/a	n/a

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students receive AIS during the afterschool program except the eighth grade students who receive it Mondays fourth and fifth period as well as during afterschool.
Mathematics	Students receive AIS during the afterschool program
Science	Students receive AIS during the afterschool program
Social Studies	Students receive AIS during the afterschool program
At-risk Services provided by the Guidance Counselor	Students receive At Risk services throughout the school day and the counselor is available during afterschool.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

### **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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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, and Parent Association, as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 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 schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- 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 our school and will work to ensure that our 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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***

Our school, 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 and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with 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 1<sup>st</sup> 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 will 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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Ben Soccodatto</b>	District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>224</b>
School Name <b>Manhattan East School for Arts &amp; Acad.</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Lillian Sarro</b>	Assistant Principal <b>Melissa Cancel</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Tsu (from MS377)</b>	Guidance Counselor <b>Carmen Ocasio</b>
Teacher/Subject Area <b>Lauren Heinsohn-Schimmel ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Angie Ortz-Kortright</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Ben Soccodatto</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

Please 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 ESL teachers	<b>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>245</b>	Total Number of ELLs	<b>4</b>	ELLs as share of total student population (%)	<b>1.63%</b>
------------------------------------	------------	----------------------	----------	-----------------------------------------------	--------------

## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

1. We begin by distributing the Home Language Identification Survey (HLIS). This would allow us to determine the languages of the families currently enrolling at our school. As a part of this process identified students would be assessed to determine if the student should be classified as an ELL. This process is currently performed by the principal. Those Students identified as ELL's would be grouped based on the preferences identified by their families. The HLIS is administered by the school Principal with the assistance of the Parent Coordinator and/or the school Guidance Counselor. The school Principal is a licensed Middle school mathematics teachers. The home language is determined based on the parents ability to answer a variety of questions regarding the survey, their child and themselves.

The school initially disseminates the H.L.I.S. to the families identified as new to the NYC Public school system. Approximately a week is given to the families to respond. Those families that do not respond are contacted directly by the Parent Coordinator. The Parents who need assistance in understanding any paperwork provided by the Department of Education are invited into the school where they are assisted by the Parent Coordinator. These parents are identified by their contacting the school or by the Parent Coordinator when she does her initial outreach. Depending on the needs of the parent the Parent Coordinator will work with the Guidance counselor or an administrator to insure that they fully understand their options and are able to complete the form(s). The entire process should take approximately 2 weeks. The school Principal, Guidance Counselor and Parent Coordinator are fluent in Spanish.

If the parents decline to participate in the process, the school will administer an examination to assess the student's oral, written, and verbal skills. Based on this assessment the school will place them in a program it deems to be the most appropriate. Students who are able to communicate and comprehend more that 70% of the material tested will be placed in an ESL program or an English only education program with supplemental ELL services. Those students who score below 70% will be identified as needing a bilingual program. The parents of these students will meet with the Parent Coordinator and the administration in order to insure that all the parties understand the educational plan selected for their child. The LAB-R is administered by the school Principal within the first week of the child attending the school. Those students whose parents decline to choose a program are placed in a transitional bilingual program. During the process we expose parents to all the appropriate materials required under the Chancellor's regulations.

As a middle school we do not have many students coming to us that are new to the New York City Public School system. For the last five years we have not had any students enter the school who were new to the NYC public school system. Therefore, no one has had to go through this process. Should we have a sufficient number of families request we the other types of programs we would begin the process of hiring a certified ESL teacher who could teach the program.

All parents receive their notifications via the phone as well as through the mail. In this way we are able to insure they are kept informed. Therefore, the parents will receive their letters confirming their child's placement. A copy of the returned signed letters will be kept in the main office.

Since we have no students entering the school who require this process we have not had to deal with parent requests. Should we receive a sufficient number of students whose parents have requested a program other than ESL we would open one.

All the ELL's at the school are currently given the NYSESLAT by their ESL instructor.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)								3	1					4
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	3	1	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	4
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	1		1	1		1	2		2	4
Total	1	0	1	1	0	1	2	0	2	4

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second 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									3	1				4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1- a)- Instruction is delivered to the students as a pullout model. They are all part of a self-contained class and receive instruction together in their regular subjects..

b)- The class is heterogeneous and contains a mixture of grade levels as well as grade levels.

2- Since we do not have an ESL teacher on staff we have been able to utilize the ESL teacher from the school downstairs (Renaissance School of Arts). She provides the ESL components while their classroom teacher focuses on ELA skills. As a part of their Spanish curriculum they receive instruction in reading and writing in Spanish. The ESL component is taught in blocks for which they are pulled out of their other classes. Spanish is taught once a week for 45 minutes. ELA is taught for approximately 6 periods for 270 minutes. the students use a variety of materials including items such as Rosetta stone, chapter books, literature, Connecting Vocabulary, Reading Options for Achievement, Getting Ready for NYSESLAT and Beyond. SkillsTutor is also used to provide assistance to ELLs.

3- All of the students have IEP's. Their IEP's dictate that instruction be in English in their content areas. Currently the staff is integrating the Common Core standards for literacy in ELA as well as the content areas. The instruction is literature based but focuses on grammar skills as well as vocabulary acquisition and application.

4- All of our ELL's are tested based on their IEP's which have very specific information about how the students' needs are to be addressed. The ESL teacher is available to share suggestions regarding developing skills for the NYSESLAT.

5- All of our ELL's have IEP's. The majority have more than 6 years and are impacted by their disability. Their ESL instruction is designed to address their areas of greatest need. In general these students are weakest in the area of writing. Our ELL who has been here the least amount of time appears to be on the verge of becoming a F-ELL so she will receive additional test taking strategies. In addition they focus on QTEL strategies and utilize the workshop model.

6- All of the ELL's are in Special Education and receive instruction based on their IEP's. The ESL services address specific skills for the NYSESLAT. The ELA instructor will be focusing on writing and grammar during the coursework.

7- All of our ELL-SWDs are in self-contained classes for their academic subjects. They are mainstreamed for gym, lunch and their elective courses. Within the schedule we try to insure that they are not removed from a mainstream course into a restrictive environment, or that it happens as little as possible. Students receive ELL services such that it does not impact their mainstream courses nor does it impact math or English. Since the classes are self-contained the teacher is able to provide the students with flexible scheduling to accommodate their ESL classes. This means that their work may vary by subject from their peers in order to insure they cover all necessary material.

**Courses Taught in Languages Other than English [i](#)**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

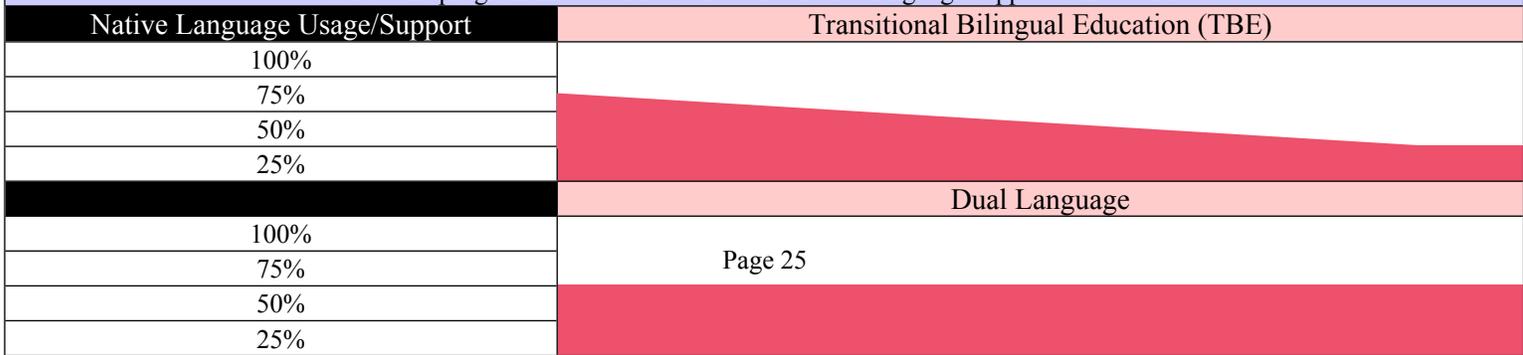
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8- All of the students who are ELL's are in a self contained special education class. Their curriculum is modified to address their unique needs. For some of the students, the questions are read to them. All of the students receive extended time for processing difficulties. Additionally the teacher uses a scaffolded approach and varies the instruction to address each child's needs. Although the English curriculum is largely literature based it is supported through the use of books on grammar and usage. Additionally the Teacher's integrate social studies and science into the curriculum as a reading in the content area program. Science is supported by the instruction of a science teacher who adds hands-on experiential learning to support their academic growth. All of the students in this category receive their instruction in English as mandated in their IEP's.

9- Currently the ESL teacher is working with students to strengthen their skills in the area of reading and writing since they perform less well in this area. As a part of this program the English teacher will also work on these skills. Their programs will focus on Reading comprehension and strengthening their writing skills. They will be utilizing the universal rubrics being developed for each grade level, although they will be adapted for their IEP's.

10. Currently we are working to integrate the writing rubrics across all of the content areas in order to improve the overall writing skills of the students at Manhattan East. As a part of this movement, the students will have grade appropriate writing rubrics and will be expanding their writing across the content areas.

11. None of the programs will be discontinued.

12. All of the ELL's are receiving instruction as mandated on their IEP's. They are mainstreamed in as many areas as possible, receive tutoring at the school, are offered tutoring as a part of our extended day, they can receive tutoring through the afterschool programs in the building as well as morning tutoring programs.

13. Students are working with access to computers within our computer lab as well as laptops that are available for writing and research. Additionally, some of the classes have access to SmartBoards which are used to create multi-sensory powerpoint presentations.

14. All the students receive and have received instruction in English as mandated on their IEP's. The students have not received prior instruction in their Native language although in Spanish they are given the opportunity to view literature at their skill level.

15. All services meet the requirements outlined on their IEP's.

16. When we have newly enrolled ELL students in the school we provide students with preliminary work to help them

17. All students are offered Spanish as a foreign language.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. We do not have an ELL teacher. We utilize the teacher at the school downstairs in our building, MS377. She receives her staff development through them. Our Special education teachers receive professional development on topics such as differentiated learning and the use of data for instruction.
2. Students are encouraged to meet with staff and the school guidance counselor for assistance in choosing school which are the best fit for them. As a part of the after-school program, teachers work with the students to develop their portfolios for interviews and prepare for any examinations required by the schools. One of the focuses of the eighth grade is assisting students in creating structures that help them complete work in a timely fashion. The students use agenda books, planners and calendars to plan and approach to complete work on time and remember due dates. All of the staff hand out a syllabus in the eighth grade. This allows students to begin to prepare for the course requirements and mimics what they will have to do in High School.
3. The ELL training provided is focused on differentiating within the classroom and using student data to more accurately address student needs. A portion of the PD focuses on the best ways to group students for the various activities they are engaged in. By combining these techniques teachers should be better able to create curricula that targets those areas where students in general and ELL's specifically need to show improvement. The Differentiation instruction has in the past been done as a whole group and then within departments for more targeted instruction. As a part of our focus on writing this year, teachers will be looking at integrating vocabulary as a formal instructional piece in the content area classrooms.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. Currently we have a high level of Parent Involvement. The parents are very active in attending events such as Curriculum Night, Parent/Teachers Conferences, International Dinner, Talent Show, Drama Show, Spring Musicales, The Block party and of course Graduation.1.
2. At this time we do not partner with any agencies to offer activities specifically for ELL parents.
3. in order to identify parental concerns we rely on our PTA and the Learning Environment survey. Both items reach out to parents for their opinions regarding the school's current performance and seek out ways to improve it.
4. Our parental involvement activities address those concerns brought up by Parents to the PAC or in the Learning Environments survey. For example, Parents expressed a desire for increased communication and identified email as their preferred method. Based on this information we purchased an online gradebook with email capability. Additionally, the parents requested assistance with selecting High Schools. As a part of their monthly meeting the High school selection process was explained and there was a Q&A session.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1						1
Intermediate(I)									1					1
Advanced (A)								2						2
Total	0	0	0	0	0	0	0	3	1	0	0	0	0	4

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A								2	1				
	P								1					
READING/ WRITING	B									1				
	I								1					
	A								1					
	P								1					

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	3								3
8	1								1
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		2				4
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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								

**B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lillian Sarro	Principal		
Melissa Cancel	Assistant Principal		
Angie Ortiz-Kortright	Parent Coordinator		
	ESL Teacher		
	Parent		
Lauren Heinsohn-Schimmel	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Carmen Ocasio	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 04M224      **School Name:** Manhattan East

**Cluster:** CFN 532      **Network:** CEI-PEA

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We begin by distributing the Home Language Identification Survey (HLIS). This would allow us to determine the languages of the families currently enrolling at our school. As a part of this process identified students would be assessed to determine if the student should be classified as an ELL. This process is currently performed by the principal. Those Students identified as ELL's would be grouped based on the preferences identified by their families. The HLIS is administered by the school Principal with the assistance of the Parent Coordinator and/or the school Guidance Counselor. The school Principal is a licensed Bilingual Middle school mathematics teacher. The home language is determined based on the parents ability to answer a variety of questions regarding the survey, their child and themselves. The school initially disseminates the H.L.I.S. to the families identified as new to the NYC Public school system. Approximately a week is given to the families to respond. Those families that do not respond are contacted directly by the Parent Coordinator. The Parents who need assistance in understanding any paperwork provided by the Department of Education are invited into the school where they are assisted by the Parent Coordinator. These parents are identified by their contacting the school or by the Parent Coordinator when she does her initial outreach. Depending on the needs of the parent the Parent Coordinator will work with the Guidance counselor or an administrator to insure that they fully understand their options and are able to complete the form(s). The entire process should take approximately 2 weeks. If the parents decline to participate in the process, the school will administer an examination to assess the student's oral, written, and verbal skills. Based on this assessment the school will place them in a program it deems to be the most appropriate. Students who are able to communicate and comprehend more than 70% of the material tested will be placed in an ESL program or an English only education program with supplemental ELL services. Those students who score below 70% will be identified as needing a bilingual program. The parents of these students will meet with the Parent Coordinator and the administration in order to insure that all the parties understand the educational plan selected for their child. The LAB-R is administered by the school Principal within the first week of the child attending the school. Those students whose parents decline to choose a program are placed in a transitional bilingual program.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Currently we have less than 10% of the school who need translation services. Of these families the vast majority are in Spanish. We have identified staff members who are capable of providing translation services for our Spanish speaking families. We have obtained a person willing to assist in translating Mandarin and Cantonese when necessary. This information was shared as a part of curriculum night which occurs in tandem with a PTA meeting.

## **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Whenever necessary the school has staff members available to translate documents into Spanish. We have through outreach obtained a contact who can translate into Cantonese when necessary. They have agreed to do so at no charge.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Currently the school has staff members who can provide translation services with the majority of the parents who require them. We have a person available by phone to translate Cantonese and have parents who translate for us.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Currently we have people on staff who can provide written and verbal translation assistance. We do not have a staff member familiar with Cantonese but we have acquired a person who has volunteered to assist by phone.