



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _CLINTON SCHOOL FOR WRITERS AND ARTISTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _02M260_____

PRINCIPAL: JONATHAN LEVIN_____ EMAIL: JLEVIN@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____MARIANO GUZMAN_____

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
Jonathan Levin	*Principal or Designee	
Mary Margaret Schiede	*UFT Chapter Leader or Designee	
Tami Coyne	*PA/PTA President or Designated Co-President	
Gladys Garrido	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	
Lindsay Oakes	Member/Staff	
Dana Taylor	Member/Staff	
Nicola Coyne	Member/Staff	
Cheryl Goett	Member/Staff	
Nanette Kuehn	Member/Parent	
David Simonetti	Member/Parent	
Marisa Zalabak	Member/Chair/Parent	

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.
We will move Clinton students in the lowest third at least two levels in the TC Reading Assessment by June 2011.

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.
On the NYC Progress report, Clinton was in the 4.9% percentile for moving kids in our lowest third versus NYC schools. For our peer schools, we were in the 9.3 percentile. The Quality Review of May 3, 2010 indicated that we were underdeveloped in 3.3, that we “ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level.

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.

To ensure that we close the achievement gap for the lowest third in reading and writing, Clinton will create an instructional leadership team to help implement strategies to support readers and writers in the content area. This group of staff members, one from each department, will meet monthly to discuss school-wide support for developing stronger readers and writers. Identified possible strategies are text coding, paired reading, and a structure to support response to shorter expository writing prompts.

The Language Arts (LA) Department is engaged in a curriculum review. This process is supported by a department retreat in December. During the retreat the department is reviewing all units to ensure that there is vertical differentiation, so that as kids move through the years, they are encountering new challenges. The 7th grade LA teacher is piloting a non-fiction writing assessment, written in collaboration with the science and social studies teachers, to ensure that we are able to judge the relative strengths and weaknesses of kids in writing.

There is a building-wide focus on formative assessment, to examine the progress that kids are making throughout the year, and not waiting until the end of the year.

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.
Clinton is not a 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.
Teachers have been moved into their license areas to ensure that they are Highly Qualified Teachers. Any openings will be filled by the Hiring Committee, a collaborative endeavor between staff and administration.

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.

Administration proposed, and the staff approved, four early release days.

Per session will be used to support meeting of the Instructional Leadership Team.

Planning opportunities will be given to all departments to support a curricular review.

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.

To improve the communication score on the school survey, as measured on the NYS 2012 Report Card from a 5.8 to a 6.5. This change in the environmental score will result in an increase of 5% of students measured Highly Proficient.

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.

The 2011 NYC Report Card indicated that Clinton's communication score, based on feedback from teachers, staff and children was low. In the 2011-2012, to ensure that there is clear communication, Clinton will utilize SchoolMessenger to automatically email and call parents weekly to update them on a variety of issues. This will include lateness and attendance, Parents' Association events, and information from the Principal. The Principal will also mail a monthly newsletter that will include updates on the state of Clinton. As 90% of our parents use the internet, the Principal is also providing a @theclintonschool.net email address for each member of the staff. Staff members will use it to communicate regularly. To further enable parents to know their son or daughter's academic progress, teachers will be encouraged to use Engrade to post all assignments. The goal is that 50% of teachers will use this system by the end of the 2011-2012 school year. To ensure that kids receive clear communication, two organizations were created for kids, the Clinton Ambassadors program and the Student Council. The Clinton Ambassadors program is for children who have agreed to represent Clinton at school-wide events. They are given advance notice of activities, and share that information with their classes. The Student Council members are elected representatives that elicit feedback from their peers, and share that information in monthly meetings with the Principal.

The highest level a student can achieve at Clinton is that they are judged to be Highly Proficient in a content area. Last year, we had 12% decline in students' judged highly proficient significant drop in the 8th grade Student outcomes, measured in our content areas. This year, with the measures we have put into place to keep students and parents informed about their academic progress, we are confident we can reverse that decline with this year's 8th grade.

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.

Clinton did not have systems to regularly communication with staff and parents. There were not mechanisms for feedback from staff or parents that were used regularly. Faculty brainstormed solutions before the start of the school year. Electronic systems implemented in September to improve communication. Ambassador and student council meetings began in October.

Grade level meetings will regularly review students who are struggling to provide guidance and plan intervention.

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.

Clinton is not a 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.

Teachers have been moved into their license areas to ensure that they are Highly Qualified Teachers. Any openings will be filled by the Hiring Committee, a collaborative endeavor between staff and administration.

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 #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.

Clinton will increase its score on the 2011-2012 Progress Report for academic expectations from 7.4 to 8. In the 2010-2011 school year, we were in the 25% for our peer group, and 36.4% overall. We are confident that the raising of high expectations among students, faculty and parents will result in a 5% increase on the NYS ELA Exam in May, as measure by student score from 2011 to 2012.

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 need was established after the issue of the 2011 Progress Report, which indicated that we are clearly communicating our high academic expectations. Our average ELA Score on the May 2011 was 3.12, which reflects a downward trend in the past three years.

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.

In order to clearly communicate its high expectations, Clinton has required all teachers to use an 'outcome' model for grading. The outcome model asks teachers to preselect what standards the kids will meet by the end of the unit. All children will be graded based on their ability to demonstrate that they are highly proficient, proficient, approaching proficiency, or not yet proficient. This system, based on the work of Douglas Reeves and others, attempts to force educators to use standard-based grading, instead of based on how compliant children are.

Clinton has also begun its journey to educate all constituencies about the Common Core. The Common Core will raise standards for children in non-fiction reading, writing, math and critical thinking. Teachers will ask all kids to engage in at least one common core aligned task in the upcoming year. Two of our teachers, one literacy and one math, have also joined a year-long professional development study group supported by our Network, Bridges for Learning.

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.

Clinton is not a 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.

Teachers have been moved into their license areas to ensure that they are Highly Qualified Teachers. Any openings will be filled by the Hiring Committee, a collaborative endeavor between staff and administration.

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 #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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	28	22			6			
7	17	11			5			
8	27	13			6			
9								
10								
11								
12								

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	<p>Extended day- book clubs. Kids read a book based on reading ability in groups of no more than 10 children per teacher. They read a fiction or non-fiction book together, and respond in writing to what they read.</p> <p>ELA teachers (3) push into ELA classrooms to support at-risk kids in small groups. They provide assistance in assessing reading and writing levels, providing direct instruction in small groups around specific reading and writing skills.</p>
Mathematics	<p>Extended day- math skill groups. Kids work on discrete math skills with a licensed math or special educator.</p> <p>Math teachers (3) push into Math classrooms to support at-risk kids in small groups. They provide assistance in providing direct instruction in small groups around math deficiencies.</p>
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<p>Guidance Counselor sees children individually or in small group for at-risk counseling. These are children who have been identified as having social or emotional difficulties at grade level team meetings, or at the request of a parent or guardian.</p>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**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, Parent Association, and Title I Parent Committee 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 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;

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 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 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 Marina Cofield	District 2	Borough Manhattan	School Number 260
School Name The Clinton School Writers & Artists			

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

Principal Jonathan Levin	Assistant Principal Cheryl Arnau-Goett
Coach type here	Coach type here
ESL Teacher Cesarlina Aviles	Guidance Counselor David Hunter
Teacher/Subject Area Chelsea Boyd/ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Cindy O'Neill
Related Service Provider type here	Other type here
Network Leader Marina Cofield	Other type here

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

D. School Demographics

Total number of students in school	255	Total Number of ELLs	10	ELLs as share of total student population (%)	3.92%
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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. Upon enrollment of students new to the New York City Department of Education school system, the ESL teacher will interview them to determine if they speak a language other than English. If the student responds that he or she does speak another language, or the ESL teacher reasonably believes that the student's proficiency in English indicates that another language is probably spoken at home, the teacher will send home the Home Language Identification Survey (HLIS). The Parent Coordinator will then follow up with a phone call to the student's parents/guardians to determine if the HLIS can be completed properly. If not, the ESL teacher will arrange for a translator and will request that the parents/guardians come to the school building to formally discuss the student's language history.

If the HLIS or the in-school dialogue indicates that another language is spoken at home or if the student appears to speak little or no English, then the Language Assessment Battery-Revised (LAB-R) will be administered by the ESL teacher. If the student scores below the "Proficient" cut-score of 53, 56, or 59 for grades 6, 7, and 8 respectively, then the student will begin to receive push-in services during mainstream class.

During the Spring, when the window for administering the NYSESLAT begins, the ESL teacher will arrange for students who scored below "Proficient" in prior LAB-R and/or NYSESLAT assessments to be tested in all sections in the NYSESLAT. The ESL teacher will then facilitate training on how to grade the written work of ESL students for 3 colleagues who will constitute the NYSESLAT grading team.

2. With all parents of ESL students, not only are parents contacted upon the new enrollment of students, but the ESL teacher is present at any parent meetings regarding IEPs or programming changes to ensure that parents are aware of their student's progress and options.

3. Once new students and families have been identified, parents of new and current ELL students are contacted using the letter framework provided at the web address below. These are used for students who are new, continuing, or discontinuing ESL services. They are sent out by the principal or assistant principal after consultation with the ESL teacher to ensure letters are sent out to all relevant families in the appropriate home languages. . <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>

4. Once ESL students are identified the ESL teacher, in consultation with the principal, assistant principal and general education teachers, must decide the appropriate instructional program. Because of the limited number of ELL students, their presence in the different grade levels, and the ELA and Math teaching models used at MS260 (The Clinton School for Writers and Artists), the only method used is instructional ESL as push-in throughout the school day. The ESL team must then decide whether the student can succeed with MS260's resources or if the parents should consider moving the student to a school offering Transitional Bilingual Education or another ESL program. This should be done after assessing the students reading level, writing skills, math skills, social skill level, and organizational skills. This requires input from all general education teachers and ICT teachers who deal with the student in

the first two weeks of class.

5. Over the past few years, the Clinton School for Writers and Artists (MS260) has not received any new ELLs and therefore has simply continued servicing students per their IEP and day-to-day educational needs as determined in consultation with the student, parents, general and special education teachers, guidance counselor and school-based support team.

6. We have not had parent requests for different programs.

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							3	3	4					10
Total	0	0	0	0	0	0	3	3	4	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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
Dual Language										0
ESL	3	0	2	7	0	5	0	0	0	10
Total	3	0	2	7	0	5	0	0	0	10

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
TOTAL	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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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							1	3	3					7
Chinese							1	0	1					2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	3	3	4	0	0	0	0	10

Part IV: ELL Programming

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. "Block" of students who travel from class to class. The ESL teacher pushes in to provide additional instruction to supplement the general education teacher. In addition, ELLs are typically placed in ICT classrooms where a second teacher is present in Math, ELA, and Social Studies to provide additional support to certain students with IEPs, meaning that in many cases ELLs will have three teachers in the room, two of whom are especially well qualified to deal with struggling students.

2. Certified ESL teacher provide Free Standing ESL program to all ELLs every Thursday and Friday.

2a. The ESL teacher pushes into each Reading/Writing class (ELA) and works in small group.

3. In all content areas, English is the language used. Languages represented by our school's ELL population include Mandingo, Arabic, French, Spanish, and Mandarin. This makes it unfeasible to provide native language instruction for all ELL students during the school-day. Additionally, all our school's ELLs, because they have been in the country and public school system for a number of years, are proficient in conversational English and are familiar with enough written English to make ESL instruction beneficial.

4. To ensure that ELLs are appropriately evaluated in their native language, the principal or assistant principal requests State Exams (except for ELA) written in student's own native language. Since the New York State provides limited non-English versions of tests, the school will request or hire interpreter of that language, and orally translate the written test to the students.

5. Instruction for ELLs is differentiated based on each ELLs individual needs, not necessarily the ELL's classification. For instance, not all SIFE students present the same educational needs. Typically, our ELLs require additional instruction in fundamental Math concepts and writing concepts. Because our school uses the Teachers College Readers and Writers Workshop teaching model for Language Arts, while our ELLs typically start below grade level in reading they are able to receive instruction in their general education setting that addresses their particular reading needs. They typically make significant reading gains, closing the gap between where they started the year and grade level expectations. With ELLs who have been in the school system for several years, we typically try to facilitate a transition to

A. Programming and Scheduling Information

general education classes only by removing some of the scaffolding provided the students (such as extra peer and teacher tutoring, placement in a ICT class, etc.) and encourage the students to work towards grade level expectations.

6. ELLs with special needs are evaluated and their instructional program is determined in consultation between the ESL teacher and the ICT and special education teacher. This typically requires additional speech and counseling sessions to ensure the student is able to interact with peers on an appropriate level and maintain his/her presence in the general education classroom. Students are always given whatever services their IEP mandates as well as whatever services the school's teachers think will be beneficial and receive the consent of the parents.

7. Teachers College Reading and Writing Workshop model for Language Arts is used so that all students can learn reading and writing skills per standards at their skill level. These students are provided with special education services and related services as per IEP.

Courses Taught in Languages Other than English ⓘ

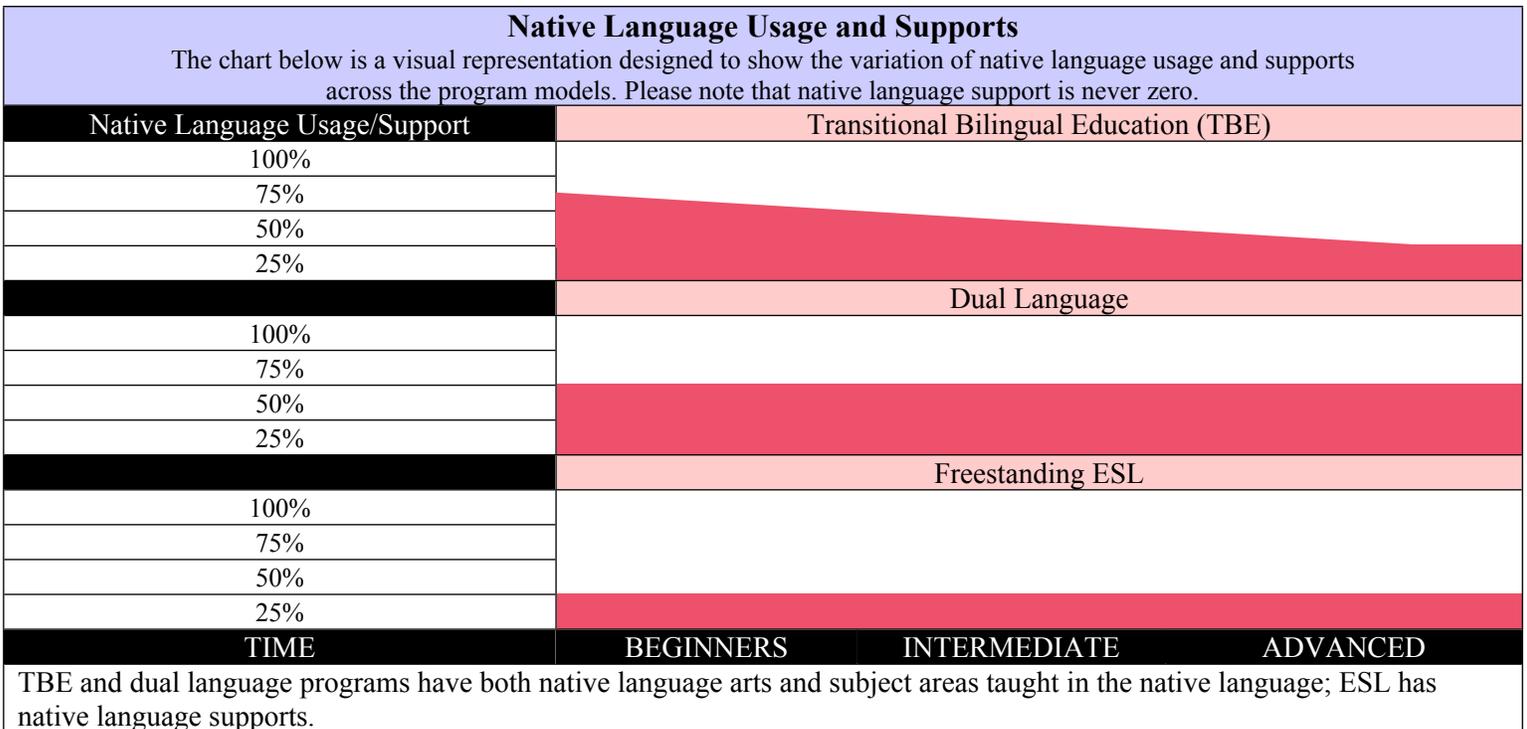
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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				
Social Studies:				
Math:				
Science:				

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

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?

8. In each core subject area, students are assessed to determine their academic strengths and weaknesses. In the classroom during the day, the ESL and ICT teachers attempt to scaffold the curriculum to ensure that the content remains relevant to the ELL and goals remain achievable. Specific skills that the ELL is determined to be lacking are addressed through pull-out sessions and then the ESL teacher works closely with the ELLs to address areas of weakness in the various content areas. These weaknesses are determined by examining the past year's standardized scores as well as the student's current and past performance in the content areas. Instruction is provided in English.

9. Students who have reached Proficiency on the NYSESLAT are offered other extended day opportunities with their content area teachers to ensure that they are able to remain on grade level or above.

10. A new literacy program is being implemented, and this program will support student learning in reading and writing by addressing core grammar and linguistic functions not touched on during general education time.

11. At this point, no programs are being discontinued.

12. All school programs are open to all students, regardless of their academic background. This includes activities such as sports (soccer, basketball, track), the arts (MoreArt, ballroom dance), newspaper club, chess club, etc.

13. ELLs are provided modified materials specially created in consultation with the general education teacher to ensure the material is accessible while still covering the core concepts required by the school's curriculum. Many graphic organizers, pictures, scaffolded note-taking strategies, and other tools are used to help make learning accessible to all students, including ELLs.

14. Native language support is provided in consultation with parents. When parents meet with school officials, they are notified of the importance of continuing to provide opportunities for their child to continue to learn their native language while also supporting their student's use of English. The school will attempt to provide literature for parents to read with students in their native language in order to build literacy in both their native and English language.

15. Yes

16. Not applicable

17. None

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?

8. In each core subject area, students are assessed to determine their academic strengths and weaknesses. In the classroom during the day, the ESL and ICT teachers attempt to scaffold the curriculum to ensure that the content remains relevant to the ELL and goals remain achievable. Specific skills that the ELL is determined to be lacking are addressed through pull-out sessions and then the ESL teacher works closely with the ELLs to address areas of weakness in the various content areas. These weaknesses are determined by examining the past year's standardized scores as well as the student's current and past performance in the content areas. Instruction is provided in English.

9. Students who have reached Proficiency on the NYSESLAT are offered other extended day opportunities with their content area teachers to ensure that they are able to remain on grade level or above.

10. A new literacy program is being implemented, and this program will support student learning in reading and writing by addressing core grammar and linguistic functions not touched on during general education time.

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12. All school programs are open to all students, regardless of their academic background. This includes activities such as sports (soccer, basketball, track), the arts (MoreArt, ballroom dance), newspaper club, chess club, etc.

13. ELLs are provided modified materials specially created in consultation with the general education teacher to ensure the material is accessible while still covering the core concepts required by the school's curriculum. Many graphic organizers, pictures, scaffolded note-taking strategies, and other tools are used to help make learning accessible to all students, including ELLs.

14. Native language support is provided in consultation with parents. When parents meet with school officials, they are notified of the importance of continuing to provide opportunities for their child to continue to learn their native language while also supporting their student's use of English. The school will attempt to provide literature for parents to read with students in their native language in order to build literacy in both their native and English language.

15. Yes

16. Not applicable

17. None

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?

1. Parents are involved from the first week of school when 6th grade parents are invited to meet their children's teachers and learn about the 6th grade curriculum. Throughout the year the school also provides two opportunities per grading period for parents to visit teachers to discuss student progress. Additionally, the parent coordinator and PTA board actively engage parents through emails, phone calls, and notes home to students regarding events at the school and in the community that parents can become involved in. Finally, parents are engaged once a year in IEP meetings with the counselor and several members of the staff to discuss any necessary changes in instructional programming for the student.

2. No.
3. Through direct communication with parents
4. When a parent informs the school of an area of concern, the administration, in consultation with teachers, adjusts our programming if the need is well-founded.

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)?

Not applicable

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.

1. Because ELLs are part of general education and ICT classes, most teachers teach ELLs at some point. In order to support instruction of ELLs and ensure ELLs succeed, teachers frequently consult with the ESL teacher and ICT teachers to determine methods of adapting the curriculum to their ELLs needs. Teachers also attend professional development events throughout the year that deal with including literacy support for struggling learners and differentiation of instruction to address the needs of all students.

2. The guidance counselor and administration provide staff with support in many ways to help students transition from elementary to middle school. Some provided strategies for students to adapt quickly to the middle school routine and culture, includes discussing issues such as organization, social skills, bullying, and other relevant topics that have been included based on past experience. For 8th grade students, they have advisory class which discusses high school application and important informations they need to know before they transition to high school.

3. Staff members attend literacy workshops throughout the year that deal with struggling readers and therefore ELLs. Additionally, throughout the year the staff members with special expertise in literacy for struggling learners (including ELLs) collaborate with teachers during weekly planning meetings to determine strategies for addressing student needs as they arise, as well as share proven strategies for instructing ELLs.

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.

1. Because ELLs are part of general education and ICT classes, most teachers teach ELLs at some point. In order to support instruction of ELLs and ensure ELLs succeed, teachers frequently consult with the ESL teacher and ICT teachers to determine methods of adapting the curriculum to their ELLs needs. Teachers also attend professional development events throughout the year that deal with including literacy support for struggling learners and differentiation of instruction to address the needs of all students.

2. The guidance counselor and administration provide staff with support in many ways to help students transition from elementary to middle school. Some provided strategies for students to adapt quickly to the middle school routine and culture, includes discussing issues such as organization, social skills, bullying, and other relevant topics that have been included based on past experience. For 8th grade students, they have advisory class which discusses high school application and important informations they need to know before they transition to high school.

3. Staff members attend literacy workshops throughout the year that deal with struggling readers and therefore ELLs. Additionally, throughout the year the staff members with special expertise in literacy for struggling learners (including ELLs) collaborate with teachers during weekly planning meetings to determine strategies for addressing student needs as they arise, as well as share proven strategies for instructing ELLs.

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?

1. Parents are involved from the first week of school when 6th grade parents are invited to meet their children's teachers and learn about the 6th grade curriculum. Throughout the year the school also provides two opportunities per grading period for parents to visit teachers to discuss student progress. Additionally, the parent coordinator and PTA board actively engage parents through emails, phone calls, and notes home to students regarding events at the school and in the community that parents can become involved in. Finally, parents are engaged once a year in IEP meetings with the counselor and several members of the staff to discuss any necessary changes in instructional programming for the student.

2. No.

3. Through direct communication with parents

4. When a parent informs the school of an area of concern, the administration, in consultation with teachers, adjusts our programming if the need is well-founded.

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)							0	0						0
Intermediate(I)							0	2	2					4
Advanced (A)							3	2						5
Total	0	0	0	0	0	0	3	4	2	0	0	0	0	9

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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 English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the Teachers College Readers and Writers Workshop to assess students early literacy skills. This allows our teachers a one-on-one opportunity to assess a student and determine the student's reading level, strengths, and weaknesses which can then easily be shared with all of the student's teachers. This allows the school to determine the best way to adjust other content areas to accommodate ELL needs. For instance, when a 6th grade ELL's reading level is an N, the Language Arts teacher will contact the other content area teachers to inform them that student X needs extra scaffolding for written assignments and must have accommodations for reading assignments because the student's reading level is well below grade level. This then informs ESL instruction because the reading assessment also determines what areas of reading need to be address (fluency, self-correction, vocabulary, phonics, phonemic awareness,

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.

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			3						3
7			2		2				4
8			2						2
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			3		5		1		9
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.
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- 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 English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the Teachers College Readers and Writers Workshop to assess students early literacy skills. This allows our teachers a one-on-one opportunity to assess a student and determine the student's reading level, strengths, and weaknesses which can then easily be shared with all of the student's teachers. This allows the school to determine the best way to adjust other content areas to accommodate ELL needs. For instance, when a 6th grade ELL's reading level is an N, the Language Arts teacher will contact the other content area teachers to inform them that student X needs extra scaffolding for written assignments and must have accommodations for reading assignments because the student's reading level is well below grade level. This then informs ESL instruction because the reading assessment also determines what areas of reading need to be address (fluency, self correction, vocabulary, phonics, phonemic awareness, etc.).

2. Our school's ELLs tend to make significant progress in reading but their writing tends to lag behind (based on past scores). This means that this year's instruction will focus more on writing across the content areas than in prior years.

3. See above

4. A. See above

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.

Part VI: LAP Assurances

School Name: The Clinton School

School DBN: 02M260

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jonathan Levin	Principal		1/1/01
Cheryl Arnau-Goett	Assistant Principal		1/1/01
Cindy O'Neill	Parent Coordinator		1/1/01
Cesarlina aviles	ESL Teacher		1/1/01
	Parent		1/1/01
Chelsea Boyd/ELA	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
David Hunter	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02 School Name: 260

Cluster: 1 Network: Bridges

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.

At the start of the year we did a home language survey, and have information about students whose primary language is something other than English. The SLT discussed this issue at the start of the year.

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.

Less than 10% of the school community speaks Spanish as their primary language at home. We also have three families whose primary language is Arabic, two families whose primary language is Japanese and two whose primary language is Chinese.

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.

We provide written translation of documents that are sent home in Spanish. This is done by a staff member. All notices available by Central translated are also downloaded and sent home.

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.

We provide oral translation of documents that are sent home in Spanish. This is done by a staff member.

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>.

The school did a home language assessment as required, and has fulfilled sections II and III as per Chancellor's Regulation A-663.