



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MANHATTAN SCHOOL FOR CHILDREN PS333

DBN (DISTRICT/ BOROUGH/ NUMBER): 03M333

PRINCIPAL: SUSAN RAPPAPORT

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SUPERINTENDENT: ESTHER FRIEDMAN

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
Susan Rappaport	*Principal or Designee	
Elizabeth Flores	*UFT Chapter Leader or Designee	
Karin Spraggs	*PA/PTA President or Designated Co-President	
	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	
Steve Shaw	Member/Parent	
Carolyn Clark	Member/Parent	
Elise Berkman	Member/Parent	
Deb Grant	Member/Parent	
Mo Shome	Member/Parent	
Claudine Cassan Jellison	Member/Staff	
Claire Lowenstein	Member/Staff	
Ana Rubenstein	Member/Staff	
Mia Kargen	Member/Staff	
Elizabeth Frankel Rivera	Member/Staff	

ANNUAL GOAL #1 AND ACTION PLAN-ENGLISH LANGUAGE ARTS

Annual Goal #1-English Language Arts

Increase academic rigor in literacy across grades K-8 with particular attention towards increasing students making 1+ year progress as measured by NY State and DY0 Periodic assessments. By June 2012, we will see an increase in students making 1+ year progress and/or performing at grade level proficiency by 3-8% as measured by NY State (grades 3-8), by DY0 Periodic assessments (grades K-8), and by unit assessments based in the NY State Common Core Standards (grades K-8).

- With specific reference to Common Core Assessment Units, the NY State Item Skills Analysis and the **TCRWP** Literacy DY0, all Literacy teachers will implement assessments aligned to the Common Core Standards. There will be an increase (15%) in teacher use of CCS aligned assessment data to plan curriculum and instruction and target student needs and in all instructional contexts, including classroom, AIS and Extended Day Programs for targeted students in the lowest third.
- With continued implementation of literacy workshop, curriculum alignment to Common Core Standards, and upper grade (6-8) participation in the **I-Zone360** Network, literacy teachers will increase opportunities (10%) for differentiated instruction and student centered learning for students across grades K-8 by June 2012 as observed by Inquiry, grade level and vertical team meeting and planning notes, **I-Zone360 Network**, inclusive of **Desire to Learn Platform**, planning and implementation, learning rounds, lesson plan documentation, and classroom visits as measured against the Danielson Instructional Framework.

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.

Sources: NY State Assessment Data Spring 2011 (NY Start and NYS comparison Data 2006-2011); NYC DOE Progress Report 2010-2011; Classroom Environment Checklists and Low Inference Teacher Observations/Evaluations 2009-2011; TCRWP AssessmentPro Data September 2010-November 2011; Teacher Conferencing Notes; 2009-2010 Quality Review, NYS Common Core Curriculum ELA, and the Danielson Framework.

Based in data analysis and comparison of NYS ELA assessments from 2010-2011, we see overall school gains 7.4% at levels 3 and 4, with significant gains in student performance at levels 3 and 4 at grades 4, 5 and 6 across grades (9%-46% respectively) and across cohorts (3%-21%, respectively). This gain represents a significant and historic turn around for the school in student performance on this standardized test across grades 5 & 6; however, there remains a persistent decline both across grades and cohorts at grades 7 & 8. Though not as significant as on State assessments, gains in student performance at grades 3-6 are indicated in reading performance level movement on the TCRWP DY0 Assessment from November 2010 to June 2011 on grades K-6 and on the average school wide; however, we still see a decline in student performance on grades 7 & 8 that mirrors performance on standardized tests. In looking at sub groups, 2011 State ELA assessments indicate overall gain in students achieving levels 3 and 4 for ESL students and for students with IEP's. Likewise gains were made by male students and by Black and Hispanic students.

While continuing curriculum and professional development in English Language Arts in partnership with the Teachers College Reading and Writing Project, and providing instructional support for students in the lowest third at all grade levels, in 2011-2012, the school is dedicating considerable time and resources to planning curriculum and focusing differentiated instruction for students on grades 7 & 8 based in our partnerships with the **I-Zone Network**.

ANNUAL GOAL #1 AND ACTION PLAN-ENGLISH LANGUAGE ARTS

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.
1. In September and October 2011 teachers in grade and vertical teams review data from multiple sources, including but not limited to the school report card and progress report, as well as student progress data (summative and formative) across multiple assessments. Initiate periodic assessments as a baseline at all grade levels and review item skills analysis based in NYS Assessments, Spring 2011.
 - a. Instructional strategies for differentiation will be informed by use of summative and formative assessments (item skills analysis) to guide conferring with students, small group strategy lessons, and implementation of the **Words Their Way** word study program, and, in upper grades, student participation in **I-Zone360 Network**, **Achieve 3000** and **Write to Learn** programs.
 - b. Evaluate student progress and effectiveness of strategies and programs aimed at developing and increasing literacy skills/production through **TCRWP** DY0 interim assessments, unit assessments aligned to ELA Common Core Standards, assessments based in the **I-Zone** curriculum, and other qualitative and rubric-based assessments (Running Records, Reading Inventories, Reading and Writing Journals, Reading Logs, Published Writing, **Readworks**, **Wilson**, **Foundations**, **Reading Rescue**, and **Words Their Way** programs).
 2. Teacher goal setting as well as review and evaluation of classroom environments to support the Literacy workshops will take place in the fall semester (Domain 2). Improvement in instruction and teacher practice (Domain 3) will be measured against the Danielson Instructional Framework and teacher goals using evidence from teacher conferring notes, student work samples, research and grade team meeting notes, learning rounds, classroom observation and low inference notes, teacher survey and video.
 3. Focus professional learning communities on backwards design curriculum development with planning that aligns the **TCRWP** curriculum, workshop model and assessment to the Common Core Standards. All grades will implement Common Core performance based assessments in Fall/Winter 2011-2012.
 4. Focus program scheduling and professional learning in upper grades (6-8) that integrates new technologies accessible through the **I-Zone360 Network** to the literacy program and backward design process.
 5. Facilitate collaborative teacher inquiry, following the Danielson framework of Professional Learning and Responsibility in looking at data and student work and the sharing of expertise in teaching literacy through inter-classroom visitations, learning rounds and common planning.
 6. Focus grade level common planning, house (cross-grade) planning time, and school wide meetings on the teaching of literacy and shared strategies, including elements of workshop model, implications of assessment data, and strategies for conferring and questioning.
 7. Implement focused academic intervention on an all-hands basis involving all faculty (classroom teachers, literacy teachers, special education and intervention teachers and paraprofessionals). Through professional development and common meeting, support protocols for looking at student work and making strategic decisions about instruction, including contexts and groupings.
 8. Utilize the 150 minutes of extended day instruction and planning to intensify differentiation of instruction based solidly in using current summative and formative assessment data (item skills analysis) to meet learning needs of students performing below or just at grade level proficiency in reading and writing.

ANNUAL GOAL #1 AND ACTION PLAN-ENGLISH LANGUAGE ARTS

Strategies to increase parental involvement: The school is a Non-Title 1 school.

Identify activities and strategies to:

- **Engage parents in support of their children's education:** Families are actively involved in student reading through curriculum events, workshops, conferences and newsletters. In support of our reading program, currently families are organizing a school wide leveled library. Families participate each month in publishing parties to celebrate their children's literacy and better understand the academic benchmarks for literacy. Besides publishing parties, family sing, storytelling and arts celebrations, each morning families on grades K-5 are invited into the classroom before Morning Meeting and invited to share reading, writing and other class projects and academics with their children.
- **Share information with parents about the educational programs:** Families are made aware of the literacy program and student literacy progress through family nights and curriculum events, extensive conferences, progress reports and newsletters of the importance of children's reading in "just right book levels." Teachers and families maintain close communication about student progress toward meeting benchmark goals. Letters and reports provided through the **TC DYD website** and student data provided through **ARIS** explicitly provide families with information about student progress, strategies and titles of "just right books" to support their child's reading growth.
- **Provide resources offered by the school to support student achievement and meaningful parent involvement:** Homework packets, school letters and letters provided through the TC website, together with student data provided through ARIS explicitly support families in providing appropriate reading and writing experiences for their children at home. Partnership in the **I-Zone360 Network** is inclusive of **Desire to Learn Platform**, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area.

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 becomes highly qualified, in order to achieve this goal.

- Administration works closely with our network and with a number of Schools of Higher Education to identify student teacher candidates and teachers who are eligible to fill any vacancies. The school nurtures a number of student teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary teachers.
- Professional development with **TCRWP**, our ELA partner is ongoing for faculty.
- In developing plans for intervention and differentiated instruction, teachers in elementary grades are provided with access to online support through **Readworks** in ELA, and, in the upper grades, online supports are provided through the **I-Zone** partnership.
- The school maintains a schedule and calendar of professional planning meetings for grade teams, vertical teams and inquiry, inclusive of common preps, a half-day Friday for professional development and meetings, and a 35-minute period for planning and Inquiry during extended day.

ANNUAL GOAL #1 AND ACTION PLAN-ENGLISH LANGUAGE ARTS

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.

- MSC is a **Teachers College Reading and Writing Project (TCRWP)** school and maintains strong professional development ties to **TCRWP**. This program provides ongoing and year long professional development in the form on staff developer site visits, Calendar Days at TC; Literacy Institutes; support for Administrators; Curriculum Maps and fully outlined literacy units of study provided through an online platform; DY0 literacy assessments with a comprehensive online data system to maintain DY0 data records; and support in planning and implementation of Core Curriculum Standards and assessment units.
- The school is participating in the **I-Zone360 Network** and as such is implementing modular, online and blended learning curriculum with other partner schools across the City of New York. Partnership in the **I-Zone360 Network** is inclusive of **Desire to Learn Platform**, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area.
- Partnership with our PSO, **CEI-PEA**, is integral to our staff and student academic development.
- The school is also a **Lincoln Center Institute Focus School** and maintains a partnership with **NYSunworks** that supports an onsite rooftop Greenhouse. These partnerships provide integrated science, arts, literacy and content area support to teachers in unit and lesson planning.
- Partnerships with schools of higher education that provide graduate and undergraduate student teacher support include: **Bank Street College** and **Bank Street College America Reads Program, Teachers College, NYU, Hunter College** and **CCNY**. These student teacher programs support individual and small group instruction both in the classroom and during extended day.

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.

Fair Student Funding (Tax Levy), School Support Supplement, Legacy Teacher Supplement, Title IIA Supplemental, Title I STH For Non-Title I Schools, CFN Support, NYSTL (libraries, textbooks, software), , DY0 Assessment, Data Specialist and human resources are used to implement this action plan to support literacy instruction and intervention:

- *Professional instructional materials to support curriculum and professional development (teacher and paraprofessional) during the regular school day.*
- *Consumable instructional materials for use during school day.*
- *Teacher coverage to support curriculum and professional development during the regular school day.*
- *Teacher per session for differentiated professional development, curriculum planning and Inquiry based in looking at student work.*

The Friends of Manhattan School for Children fund raising and grant development fully supports professional development partnerships with TCRWP, NYSunworks and LCI. Additionally, these partners match school fund raising through their own grant development programs.

ANNUAL GOAL #2 AND ACTION PLAN-MATHEMATICS

Annual Goal #2-Mathematics

Increase academic rigor in mathematics instruction across grades K-8 with particular attention towards increasing students making 1+ year progress as measured by NY State and MITC DYO Periodic assessments. By June 2012, we will see an increase in students making 1+ year progress by 3-8% and/or performing at grade level proficiency as measured by NY State (grades 3-8), by DYO Periodic assessments (grades 2-8), and by unit assessments based in the NY State Common Core Standards (all grades).

- With specific reference to Common Core Assessment Units, NY State Item Skills Analysis and **MITC DYO**, by June 2012 all Mathematics teachers will implement assessments aligned to the Common Core Standards. There will be an increase (15%) in teacher use of CCS aligned assessment data to plan curriculum and instruction and target student needs and in all instructional contexts, including classroom, AIS and Extended Day Programs for targeted students in the lowest third.
- With implementation of mathematics workshop, curriculum alignment to Common Core Standards, upper grade (6-8) participation in the **I-Zone360 Network** and implementation of the **DreamBox** online program (grades K-4), mathematics teachers will increase opportunities (10%) for differentiated instruction by June 2012 as observed by Inquiry, grade level and vertical team meeting and planning notes, **I-Zone360 Network** planning and implementation, learning rounds, lesson plan documentation, and classroom visits as measured against the Danielson Instructional Framework.
- There will be an increase (3-10%) in student centered learning experiences that focus on development of strategies based in understanding of number and operation. In the context of the mathematics workshop, teachers will support student learning through emergent modeling, questioning and conferring as strategies to implement differentiated instruction.
- There will be a continued increase (3-10%) in teacher Inquiry and professional collaboration based in teaching mathematics as the Inquiry team continues to “unwrap” the Core Curriculum in relation to units of study across grades. Teacher research will continue to focus on teaching for transfer and implications of assessments in developing math curriculum units that are aligned to the Core 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.

Sources: NY State Assessment Data Spring 2011 (NY Start and NYS comparison Data 2006-2011); NYC DOE Progress Report 2010-2011; Classroom Environment Checklists and Low Inference Teacher Observations/Evaluations 2009-2011; ARIS Math Inquiry September 2009-June 2011; MITC DYO Assessment Data October 2010-October 2011; Teacher Conferring Notes, NYS Common Core Curriculum Mathematics, Danielson Framework.

Based in data analysis and comparison of NYS Math assessments from 2010-2011, we see overall school gains 9.2% at levels 3 and 4, with significant gains in student performance at levels 3 and 4 at grades 4, 5 and 6 across grades (10%-38%) and across cohorts (1%-14%). This gain represents a significant and historic turn around for the school in student performance on this standardized test across grades 5 & 6; however, there remains a persistent decline both across grades and cohorts at grades 7 & 8. There is a decline in math performance at grades 7 & 8 that is reflected both across grades and cohorts. Similarly we see gains in student performance at grades 3-6 on the Math in the City DYO Assessment from October 2010 to June 2011, with a decline in student performance on grades 7 & 8. In looking at sub groups, 2011 State math assessments indicate overall gain in students achieving levels 3 and 4 for ESL students and for students with IEP's. Likewise gains were made by male students and by Black and Hispanic students.

While continuing curriculum and professional development in mathematics with **City College's Math-in-the-City Program (MITC)**, and providing instructional support for students in the lowest third at all grade levels, in 2011-2012, the school is also dedicating considerable time and resources to planning curriculum and focusing differentiated instruction for students on grades 7 & 8 based in our partnerships with the **I-Zone Network**.

ANNUAL GOAL #2 AND ACTION PLAN-MATHEMATICS

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.
1. In September and October 2011 teacher grade and vertical teams review data from multiple sources, including but not limited to the school report card and progress report, as well as student progress data (summative and formative) across multiple assessments. Initiate periodic assessments as a baseline at all grade levels and review item skills analysis based in NYS Assessments, Spring 2011.
 - a. Instructional strategies for differentiation will be informed by use of summative and formative assessments (item skills analysis) to guide conferring with students, small group strategy lessons, daily implementation of the **DreamBox** program (K-4), and, in upper grades, student participation in **I-Zone360 Network** programs.
 - b. Evaluate the student progress and effectiveness of strategies and programs aimed at developing students understanding of big ideas in mathematics through **MITC DY0** periodic assessments, unit assessments aligned to the Common Core Standards, assessments based in the **I-Zone** (grades 7 & 8) and **DreamBox** (grades K-6) curricula and programs, together with other teacher made qualitative, rubric-based assessments.
 2. Instructional strategies for differentiation targeted for improvement include increasing the frequency and quality of teacher prompts during whole class and small group instruction and during individual student conferencing. Teachers will employ specific strategies (higher order questioning, modeling and mathematical representation) that are designed to encourage increased student oral and written expression of mathematical understanding.
 3. Teacher goal setting as well as review and evaluation of classroom environments to support the Mathematics workshops will take place in the fall semester (Domain 2). Improvement in instruction and teacher practice (Domain 3) will be measured against the Danielson Instructional Framework and teacher goals using evidence from teacher conferring notes, student work samples, research and grade team meeting notes, learning rounds, classroom low inference observation, teacher survey and video.
 4. The math Inquiry Team will plan, model and work collaboratively with colleagues across grade levels:
 - a. Teacher inquiry, grade level common planning, house (cross-grade) planning, and school wide meetings will reflect a focus on the teaching of mathematics across all grade levels. Collaborative teacher inquiry will be informed by the Danielson Framework of Professional Learning and Responsibility: looking at data and student work and sharing expertise in teaching mathematics through inter-classroom visitations, learning rounds and common planning.
 - b. Continue to refine math curriculum and assessment based in NY State Common Core Standards and NCTM Focal Points, integrating curricula and teaching strategies from constructivist programs (**EDM, TERC** and **MITC Contexts for Learning**).
 5. Ensure full implementation of mathematics workshop with differentiated instruction strategies in order to assure student learning and progress at all levels on State and other mathematics assessments.
 6. Implement focused academic intervention through common meeting and planning time; support protocols for looking at student work and making strategic decisions about instruction, including contexts and groupings.
 7. Utilize the 150 minutes of extended day instruction and planning to intensify differentiation of instruction based solidly in using current summative and formative assessment data (item skills analysis) to meet learning needs of students performing below or just at grade level proficiency in reading and writing.

ANNUAL GOAL #2 AND ACTION PLAN-MATHEMATICS

Strategies to increase parental involvement: The school is a Non-Title 1 school.

For Non-Title I schools: Identify activities and strategies to:

- **Engage parents in support of their children's education:** Families are involved in student math programs through curriculum events, workshops, conferences and newsletters. Each morning parents of students on grades K-5 are invited into the classroom before Morning Meeting and invited to share math morning work with their children.
- **Share information with parents about the educational programs:** Families are made aware of the math program and student progress through family nights and curriculum events, extensive conferences, progress reports and newsletters. Teachers and families maintain close communication about student progress toward meeting benchmark goals.
- **Provide resources offered by the school to support student achievement and meaningful parent involvement:** Homework packets, student data provided through **ARIS** explicitly support parents in supporting mathematics for children at home. Partnership in the **I-Zone360 Network** is inclusive of **Desire to Learn Platform**, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area. Currently students across grades K-5 are participating in an online learning program, **Dreambox**, that supports mathematizing and student use of math models. This online program can be implemented at school or home and provides teacher and parents with timely information about student understanding and use of strategies and models.

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 becomes highly qualified, in order to achieve this goal.

- Administration works closely with our network and with a number of Schools of Higher Education to identify student teacher candidates and teachers who are eligible to fill any vacancies. The school nurtures a number of student teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary teachers.
- Professional development with **MITC**, our Math partners is ongoing for faculty.
- In developing plans for intervention and differentiated instruction, teachers in elementary grades are provided with access to online support through **Dreamworks** in Mathematics, and, in the upper grades, online supports are provided through the **I-Zone** partnership.
- The school maintains a schedule and calendar of professional planning meetings for grade teams, vertical teams and inquiry, inclusive of common preps, a half-day Friday for professional development and meetings, and a 35 minute period for planning and Inquiry during extended day.

ANNUAL GOAL #2 AND ACTION PLAN-MATHEMATICS

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.

- The school partners with **CUNY Math-in-the-City program (MITC)** and maintains strong professional development ties to **MITC**. This program provides ongoing and year long professional development in the form on staff developer site visits, Math Institutes; support for Administrators; Curriculum supports and **Contexts for Learning (CFL)** supplemental math investigation units; DYO mathematics assessments with a data system to maintain DYO data records; DYO Instructional Implications professional development days and support in planning and implementation of Core Curriculum Standards and assessment units.
- The school is participating in the **I-Zone360 Network** and as such is implementing modular, online and blended learning curricula with other partner schools across the City of New York. Partnership in the **I-Zone360 Network** is inclusive of **Desire to Learn Platform**, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area.
- Partnership with our PSO, **CEI-PEA**, is integral to our staff and student academic development.
- The school is also a **Lincoln Center Institute Focus School (LCI)**. This partnership provide integrated arts, and content area support to teachers in unit and lesson planning.
- Our partnerships with **MITC** and **LCI** support teacher inquiry and pedagogy for imaginative learning, inclusive of supporting student representation and modeling of learning which links to mathematical representation and modeling.
- Partnerships with schools of higher education that provide graduate and undergraduate student teacher support include: **Bank Street College** and **Bank Street College America Reads Program, Teachers College, NYU, Hunter College** and **CCNY**. These student teacher programs support individual and small group instruction both in the classroom and during extended day.

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.

Fair Student Funding (Tax Levy), School Support Supplement, Legacy Teacher Supplement, Contract for Excellence, Title I STH For Non-Title I Schools, CFN Support, NYSTL (textbooks, software), DYO Assessment, Data Specialist, and human resources are used to implement this action plan to support mathematics instruction and intervention:

- *Professional instructional materials to support curriculum and professional development during the regular school day.*
- *Consumable instructional materials for use during school day.*
- *Teacher coverage to support curriculum and professional development during the regular school day.*
- *Teacher per session for differentiated professional development, curriculum planning and Inquiry based in looking at student work.*

The Friends of Manhattan School for Children fund raising and grant development fully supports professional development partnerships with MITC, and LCI. Additionally, these partners match school fund raising through their own grant development programs.

ANNUAL GOAL #3 AND ACTION PLAN-MONITORING TEACHER EFFECTIVENESS

Annual Goal #3 Monitoring Teacher Effectiveness (Danielson Framework)

Faculty (teachers and administration) will collaborate in multiple cycles of goal setting, assessment and reflection on practice, utilizing the Danielson Framework as the assessment tool and standard by which we measure the effectiveness of our teaching and instructional programs. To best support growth in student achievement, professional development and inquiry will focus on Framework components of Domain 3, Instruction.

- By December 2011, 70% of teachers will have completed review and reflection on their professional practice relative to components of the Danielson Instructional Domain (3) and articulated goals for improvement of practice. Teacher goals will inform professional conversations with colleagues and administrators, including formal and informal observations for each teacher.
- By June 2012, there will be a 50% increase in occurrence of low inference observations measuring teacher performance in DOE Priority Competencies across Domains 2 & 3 of the Danielson Framework. Administrators will collect a series of low inference data points across multiple classroom observations and visits across grade levels and contents.
- By June 2012, there will be an increase (10%) in teacher participation in professional learning across grade levels and disciplines as evidenced by research meeting notes, learning rounds, embedded Common Core Assessment, lesson and curriculum planning. Reflecting on curriculum, best practice and improvement of instructional strategies, teams will focus on curriculum alignment to the NY State Common Core 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.

Sources: NY State Assessment Data Spring 2011 (NY Start and NYS comparison Data 2006-2011); NYC DOE Progress Report 2010-2011; Classroom Environment Checklists and Low Inference Teacher Observations/Evaluations 2009-2011; ARIS Inquiry September 2009-June 2011; TCRWP AssessmentPro Data September 2010-November 2011; MITC DY0 Assessment Data October 2010-October 2011; Teacher Conferencing Notes; 2009-2010 Quality Review, Danielson Framework.

Student Performance and Progress: Based in data analysis and comparison of NYS assessments from 2010-2011, we see overall school gains at levels 3 and 4, with significant gains in student performance at levels 3 and 4 at grades 4- 6 across grades and across cohorts. Gains represents a significant and historic turn around for the school in student performance on this standardized test across grades 5 & 6; however, there remains a persistent declines both across grades and cohorts at grades 7 & 8. Gains on State assessments are reflected in student performance at grades 3-6 on DY0 Assessment with decline in student performance on grades 7 & 8 that also mirrors performance on standardized tests. In looking at sub groups, 2011 State assessments indicate overall gain in students achieving levels 3 and 4 for ESL students and for students with IEP's. Likewise gains were made by male students and by Black and Hispanic students.

Implications for Teacher Practice and Instruction: Continuing curriculum and professional development will focus on providing instructional support for students in the lowest third at all grade levels; additionally, in 2011-2012, the school is dedicating considerable time and resources to planning curriculum and focusing differentiated instruction for students on grades 7 & 8 based in our partnerships with the ***I-Zone Network***. However, our school Progress Report indicates that while the school has made gains relative to City Horizon, we continue as a school to lag in student progress when compared with our Peer Horizon, indicating that that school and faculty need to reflect on and revise practice in order to focus instruction and better support all students in making academic progress. Inconsistencies in student progress across grades and performance levels indicate a need to focus professional development and inquiry on Common Core Curricula, building protocols for looking at student work and understanding the cycle of instruction and meaningful assessment. We are supported in this endeavor by our professional development and community based partnerships, (***TCRWP, MITC, LCI, and NYSunworks***). The Danielson Framework, setting priorities on Domain 3, Instruction, will be the tool for our professional conversations and growth.

ANNUAL GOAL #3 AND ACTION PLAN-MONITORING TEACHER EFFECTIVENESS

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.
1. Following professional development in September and October 2011 that orients all teachers to the Danielson Framework, Core Content Teachers will complete surveys reflecting on their practice within the Instructional Domain; these surveys will form the basis for professional conversations wherein teachers will articulate their goals for the coming year that will inform Inquiry, mentoring, formal and informal evaluations, and differentiated professional development.
 2. Teacher goal setting with review and evaluation of classroom environments to support the workshop model of instruction will take place in the fall semester (Domain 2). Improvement in instruction and teacher practice (Domain 3) will be measured against the Danielson Instructional Framework and teacher goals using evidence from teacher conferring notes, student work samples, research and grade team meeting notes, learning rounds, classroom low inference observation, teacher survey and video.
 3. Administrators will routinely visit classrooms to support teachers and gather low inference data that indicates teacher progress in meeting instructional criteria and goals. These observations will provide the low inference data that measure the effectiveness of teacher practice, inform conversations with teachers and guide professional development.
 4. Core Content teachers will maintain assessment data and engage in utilizing a variety of formative and standardized assessments aligned to the Common Core to evaluate student progress, including new technologies supported through the *I-Zone360 Network* through the *Desire to Learn platform*.
 5. Professional learning communities will focus on data based inquiry, sharing of best practice and collaboration, employing instructional strategies across content (literacy, mathematics, social studies, science and the arts) that align to the *Danielson Framework* and *New York State Common Core Standards*.
 - a. Professional development will promote implementation of a variety of authentic assessment tools including Common Core aligned and DY0 performance based assessments. Professional development will focus on understanding of instructional implications of all assessment data including changes in standardized test scores as reflected on the school's Progress Report.
 - b. Collaborative teacher inquiry will be informed by the Danielson framework of Professional Learning and Responsibility: looking at data and student work and sharing expertise inter-classroom visitations, learning rounds and common planning.
 - c. Teachers will share best practices with colleagues as part of their professional learning communities. The focus is exploring content and strategies as identified by *New York State Common Core Content and Practice Standards* in order to both raise performance of target groups of students and inform instruction for all students.
 - d. Teachers will maintain assessment data and engage in utilizing a variety of assessments to evaluate student progress and instruction as evidenced by assessment binders and conferring notes, implementation of Common Core Assessment units, teacher use of the *Desire to Learn, TCWRP AssessmentPro, MITC* and *ARIS* websites, research and grade team meeting notes, learning rounds, and classroom visits and video.
 6. Through collaboration with *Responsive Classroom* and *Origins, Teachers College Reading and Writing Project (TCRWP), Math-in-the-City (MITC),* and *Lincoln Center Institute (LCI)*, the school will identify materials for a professional library in collaborative practice to include videotaped lessons for sharing targeted strategies and promising practices among staff.

ANNUAL GOAL #3 AND ACTION PLAN-MONITORING TEACHER EFFECTIVENESS

Strategies to increase parental involvement: The school is a Non-Title 1 school.

For Non-Title I schools: Identify activities and strategies to:

- **Engage parents in support of their children's education:** Our first partners and collaborators are our families. The Manhattan School for Children was founded almost 20 years ago by families who wanted a child-centered, inclusive and constructivist school environment for their children. Since that time parents have been partners with their children's teachers in setting and attaining goals for children's growth, with the administration in establishing and setting goals for school and program growth, and with other families, in helping the school to support all our children. Families are currently involved in supporting student learning through curriculum events, workshops, conferences and newsletters. Parents participate each month in celebrations of their children's learning and through these come to better understand academic benchmarks. Through SLT and PTA events families are aware of and involved in school partnerships with **TCRWP, MITC, LCI, NYSunworks** and the **I-Zone360 Network** that support student and teacher growth. Family committees plan for and support community building activities, grant writing and fund raising, arts and science programs and events, celebrations of learning, informative family workshops and outreach, and all-school communication through our MSC newsletter and **MSCNet**. The **Friends of Manhattan School for Children** is our not-for-profit organization, providing financial support to enable all children and all classes to have the tools and materials necessary to achieve their best, socially and academically. Our Executive Team and SLT meet regularly with school administration and staff to assess school needs and initiate plans to address those needs.
- **Share information with parents about the educational programs:** Families are made aware of the program and student progress through family nights and curriculum events, extensive conferences and newsletters. Teachers and families maintain close communication about student progress toward meeting benchmark goals. Progress reports, school newsletters and letters and reports provided through the **TC DYO website** together with student data provided through **ARIS** explicitly provide families with information about student progress toward meeting benchmarks and strategies to support their child's growth. Partnership in the **I-Zone360 Network** is inclusive of **Desire to Learn Platform**, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area.
- **Provide resources offered by the school to support student achievement and meaningful parent involvement:** Homework packets, letters provided through the **TC website** and student data provided through **ARIS** explicitly support parents by indicating student performance and recommending appropriate reading and writing experiences for their children at home. Currently students across grades K-5 are participating in an online learning program, **Dreambox** that supports student use of math models. This online program can be implemented at school or home and provides teacher and parents with timely information about student understanding.

ANNUAL GOAL #3 AND ACTION PLAN-MONITORING TEACHER EFFECTIVENESS

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 becomes highly qualified, in order to achieve this goal.

- Administration works closely with our network and with a number of Schools of Higher Education to identify student teacher candidates and teachers who are eligible to fill any vacancies. The school nurtures a number of student teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary teachers.
- Professional development with **TCRWP** and **MITC**, our ELA and Math partners is ongoing for faculty. The school maintains a schedule and calendar of professional planning meetings for grade teams, vertical teams and inquiry, inclusive of common preps, a half-day Friday for professional development and meetings, and a 35-minute period for planning and Inquiry during extended day.
- A schedule for professional development based in the Danielson Framework began early in the school year with grade team meetings, followed by teacher surveys reflecting on Domain 3, Instruction, and environmental checklists completed by teachers and reviewed by administrators based in establishing classroom environments conducive to teaching and learning (Domains 2 & 3). Grade team meetings with administrators and teacher goal setting are in progress based on the surveys.
- Using the Danielson Framework as our primary tool, administrators and teacher colleagues participating in cross-grade Inquiry will engage in cycles of low inference classroom visits to collect evidence of best practice across the school community and to offer constructive feedback that raised teachers practice and ensures greater consistency in instruction for students at all grade levels.

ANNUAL GOAL #3 AND ACTION PLAN-MONITORING TEACHER EFFECTIVENESS

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.

- The school is a **Teachers College Reading and Writing Project (TCRWP)** School and maintains strong professional development ties to **TCRWP**. **TCRWP** provides ongoing and year long professional development in the form on staff developer site visits, Calendar Days at TC; Literacy Institutes; support for Administrators; Curriculum Maps and fully outlined literacy units of study provided through an online platform; DYO literacy assessments and a comprehensive online data system to maintain DYO data records; and support in planning and implementation of Core Curriculum Standards and assessment units.
- The school partners with **CUNY Math-in-the-City program (MITC)** and maintains strong professional development ties to **MITC**. This program provides ongoing and year long professional development in the form on staff developer site visits, Math Institutes; support for Administrators; Curriculum supports and **Contexts for Learning (CFL)** supplemental math investigation units; DYO mathematics assessments with a data system to maintain DYO data records; DYO Instructional Implications professional development days and support in planning and implementation of Core Curriculum Standards and assessment units.
- The school is participating in the **I-Zone360 Network** and as such is implementing modular, online and blended learning curricula with other partner schools across the City of New York. Partnership in the **I-Zone360 Network** is inclusive of **Desire to Learn Platform**, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area.
- Partnership with our PSO, **CEI-PEA**, is integral to our staff and student academic development.
- The school is also a **Lincoln Center Institute Focus School (LCI)** and maintains a partnership with **NYSunworks** that supports an onsite rooftop Greenhouse. These partnerships provide integrated science, arts, literacy and content area support to teachers in unit and lesson planning.
- Ongoing partnerships with **TCRWP**, **MITC**, **LCI** and **NYSunworks** support teacher inquiry and curriculum planning and broaden our understanding of pedagogy for the 21st Century based in imaginative learning, inclusive of supporting student in using imaginative capacities for representation and modeling as comprehension and problem solving strategies across the curriculum.

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.

Fair Student Funding (Tax Levy), School Support Supplement, Legacy Teacher Supplement, Title IIA Supplemental, Contract for Excellence, Title I STH For Non-Title I Schools, CFN Support, Funds for Public Schools 19, NYSTL and human resources are used to implement this action plan to support teacher professional growth

- *Professional instructional materials to support curriculum and professional development (teacher and paraprofessional) during the regular school day.*
- *Consumable instructional materials for use during school day.*
- *Teacher coverage to support curriculum and professional development during the regular school day.*
- *Teacher per session for differentiated professional development, curriculum planning and Inquiry based in looking at student work.*

*The Friends of Manhattan School for Children fund raising and grant development fully supports professional development partnerships with **TCRWP**, **MITC**, **NYSunworks** and **LCI**. Additionally, these partners match school fund raising through their own grant development programs.*

ANNUAL GOAL #4 AND ACTION PLAN-DIFFERENTIATED INSTRUCTION

Annual Goal #4 Differentiated Instruction

Faculty will routinely use a variety of assessments and data sources to revise and align curriculum to the NY State Common Core Standards and to plan and implement differentiated instruction, both in whole and small group.

By June 2012, there will be an increase (3-10%) in flexible small grouping opportunities as a result of the use of DY0 and other performance based assessment tools, including running records and conferring notes. With implementation of I-Zone technology, flexible programming will allow upper grade teachers (6-8) to share and group students according to instructional strengths, needs and interests.

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.

Sources: NY State Assessment Data Spring 2011 (NY Start and NYS comparison Data 2006-2011); NYC DOE Progress Report 2010-2011; Classroom Environment Checklists and Low Inference Teacher Observations/Evaluations 2009-2011; TCRWP AssessmentPro Data September 2010-November 2011; MITC DY0 Assessment Data October 2010-October 2011; Teacher Conferring Notes; NYS Common Core Curriculum ELA and Mathematics.

Based in data analysis and comparison of NYS assessments from 2010-2011, we see overall school gains at levels 3 and 4, with significant gains in student performance at levels 3 and 4 at grades 4- 6 across grades and across cohorts. These gains represent a significant and historic turn around for the school in student performance on this standardized test across grades 5 & 6; however, there remains persistent declines both across grades and cohorts at grades 7 & 8. Gains on State assessments are reflected in student performance at grades 3-6 on DY0 Assessment with decline in student performance on grades 7 & 8 that also mirrors performance on standardized tests. In looking at sub groups, 2011 State assessments indicate overall gain in students achieving levels 3 and 4 for ESL students and for students with IEP's. Likewise gains were made by male students and by Black and Hispanic students.

While continuing curriculum and professional development in and providing instructional support for students in the lowest third at all grade levels, in 2011-2012, the school is dedicating considerable time and resources to planning curriculum and focusing differentiated instruction for students on grades 7 & 8 based in our partnerships with the ***I-Zone Network***.

ANNUAL GOAL #4 AND ACTION PLAN-DIFFERENTIATED INSTRUCTION

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.
1. Beginning in the fall semester and continuing throughout the school year, teachers and teams will develop focused instructional strategies and plans for differentiation informed by their analysis of formative and summative (item skills analysis) assessments to guide small group strategy lessons, implementation during regular and extended day of the **DreamBox** and **Readworks** programs, and, in upper grades student participation in Blended Learning programs through **I-Zone technology**,
 2. Through innovative use of technology, including assistive technology and **I-Zone Network**, students who are challenged across a spectrum of special needs will talk, write and express what they know. The artifacts that evidence this work are: student work, portfolios, vertical, grade and Immersion team planning notes, learning rounds and classroom observation and video.
 3. Upper grade faculty will implement cross-curricular modular learning with student choice and engagement on grades 7 & 8.
 4. Scheduling and allocation of staff and resources both during the school day and extended day programs will support a framework for small group and one-on-one instruction as informed by assessment data.
 5. Implement focused academic intervention through common meeting and planning time for teachers (all programs) and paraprofessionals (Reading Rescue); PD and scheduling will support protocols for looking at student work and making strategic decisions about instruction, including contexts and groupings.
 6. Utilize the 150 minutes of extended day instruction and planning through an all-hands model (academic, cluster, special education and intervention teachers, America Reads tutors, student teachers and paraprofessionals) to intensify differentiation of instruction based solidly in using current summative and formative assessment data (item skills analysis) to meet learning needs of students performing below or just at grade level proficiency in reading and writing.

ANNUAL GOAL #4 AND ACTION PLAN-DIFFERENTIATED INSTRUCTION

Strategies to increase parental involvement: The school is a Non-Title 1 school.

For Non-Title I schools: Identify activities and strategies to:

- **Engage parents in support of their children's education:** Families are involved in student learning through curriculum events, workshops, conferences and newsletters. Currently families are organizing a school wide leveled library. Families participate each month in publishing parties and other celebrations of their children's learning to better understand the academic benchmarks. Besides publishing parties, family sing, storytelling and arts celebrations, each morning parents of students on grades K-5 are invited into the classroom before Morning Meeting and invited to share reading, writing , morning math and other class projects and academics with their children.
- **Share information with parents about the educational programs:** Families are made aware of the program and student progress through family nights and curriculum events, extensive conferences, progress reports and newsletters. Teachers and families maintain close communication about student progress toward meeting benchmark goals. Letters and reports provided through the **TC DYO website** and student data provided through **ARIS** explicitly provide parents with information about student progress, strategies and titles of "just right books" to support their child's reading growth.
- **Provide resources offered by the school to support student achievement and meaningful parent involvement:** Homework packets, letters provided through the TC website and student data provided through ARIS explicitly support parents in providing appropriate reading and writing experiences for their children at home. Partnership in the **I-Zone360 Network** is inclusive of **Desire to Learn Platform**, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area. Currently students across grades K-5 are participating in on online learning program, **Dreambox**, that supports mathematizing and student use of math models. This online program can be implemented at school or home and provides teacher and parents with timely information about student understanding and use of strategies and models.

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 becomes highly qualified, in order to achieve this goal.

- Administration works closely with our network and with a number of Schools of Higher Education to identify student teacher candidates and teachers who are eligible to fill any vacancies. The school nurtures a number of student teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary teachers.
- Professional development with **TCRWP** and **MITC**, our ELA and Math partners is ongoing for faculty.
- In developing plans for intervention and differentiated instruction, teachers in elementary grades are provided with access to online support through **Readworks** and **Dreamworks** in ELA and Mathematics, and, in the upper grades, online supports are provided through the **I-Zone** partnership.
- The school maintains a schedule and calendar of professional planning meetings for grade teams, vertical teams and inquiry, inclusive of common preps, a half-day Friday for professional development and meetings, and a 35 minute period for planning and Inquiry during extended day.

ANNUAL GOAL #4 AND ACTION PLAN-DIFFERENTIATED INSTRUCTION

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.

- The school is a **Teachers College Reading and Writing Project (TCRWP)** School and maintains strong professional development ties to **TCRWP**. This program provides ongoing and year long professional development in the form on staff developer site visits, Calendar Days at TC; Literacy Institutes; support for Administrators; Curriculum Maps and fully outlined literacy units of study provided through an online platform; DYO literacy assessments and a comprehensive online data system to maintain DYO data records; and support in planning and implementation of Core Curriculum Standards and assessment units.
- The school is participating in the **I-Zone360 Network** and as such is implementing modular, online and blended learning curricula with other partner schools across the City of New York. Partnership in the **I-Zone360 Network** is inclusive of **Desire to Learn Platform**, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area.
- The school partners with **CUNY Math-in-the-City program (MITC)** and maintains strong professional development ties to MITC. This program provides ongoing and year long professional development in the form on staff developer site visits, Math Institutes; support for Administrators; Curriculum supports and Contexts **for Learning** (CFL) math investigation units; DYO mathematics assessments with a data system to maintain DYO data records; DYO Instructional Implications professional development days and support in planning and implementation of Core Curriculum Standards and assessment units.
- Partnership with our PSO, **CEI-PEA**, is integral to our staff and student academic development.
- The school is also a **Lincoln Center Institute Focus School (LCI)**, maintains a partnership with **NYSunworks** that supports an onsite rooftop Greenhouse. These partnerships provide integrated science, arts, literacy and content area support to teachers in unit and lesson planning.
- Our partnerships with **TCRWP, MITC, NYSunworks** and **LCI** support teacher inquiry and pedagogy for imaginative learning, inclusive of supporting student in using representation and modeling as comprehension and problem solving strategies.
- Partnerships with schools of higher education that provide graduate and undergraduate student teacher support include: **Bank Street College** and **Bank Street College America Reads Program, Teachers College, NYU, Hunter College** and **CCNY**. These student teacher programs support individual and small group instruction both in the classroom and during extended day.

ANNUAL GOAL #4 AND ACTION PLAN-DIFFERENTIATED INSTRUCTION

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.

Fair Student Funding (Tax Levy), School Support Supplement, Legacy Teacher Supplement, Title IIA Supplemental, Contract for Excellence, Title I STH For Non-Title I Schools, CFN Support, Funds for Public Schools 19, NYSTL (libraries, textbooks, software), DYO Assessment, Data Specialist and human resources are used to implement this action plan to target at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

- *Professional instructional materials to support curriculum and professional development (teacher and paraprofessional) during the regular school day.*
- *Consumable instructional materials for use during school day and extended day programs.*
- *Teacher coverage to support curriculum and professional development during the regular school day.*
- *Teacher per session for differentiated professional development, curriculum planning and Inquiry based in looking at student work.*

The Friends of Manhattan School for Children fund raising and grant development fully supports professional development partnerships with TCRWP, MITC, NYSunworks and LCI. Additionally, these partners match school fund raising through their own grant development programs.

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	11	N/A	N/A	N/A	1	2	3	N/A
1	56	56	N/A	N/A				N/A
2	35	35	N/A	N/A	5			N/A
3	39	28	N/A	N/A	4	1		N/A
4*	33	37	33	33				N/A
5*	37	28	37	37	1			N/A
6*	28	23	28	28	3		1	N/A
7**	63	63	63	63	2	1	1	N/A
8**	57	57	57	57	2			N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Content area literacy instruction is the focus of ELA academic intervention across grades 4-6.

**Through Blended Learning, projects and modular curriculum, all students across grades 7 & 8 are receiving intervention supports to raise performance across all content as described below.

Academic Intervention Services (AIS)

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><i>For students in the school's lowest third (up to low level 3) including ESL students and students in the Hispanic, Black and SWD Subgroups, AIS in ELA in being implemented as follows:</i></p> <ul style="list-style-type: none"> ▪ Literacy workshop and literacy blocks to promote differentiated instruction in all ELA classes – Tier I Intervention: mini-lesson; guided practice; partner and small group work; book clubs; word study (Cunningham, Bears) ▪ Through frequent Running Records and content-based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I are referred for Tier II intervention. ▪ Students who are referred for Tier II intervention will receive: <ul style="list-style-type: none"> ○ Reading Rescue 1:1 tutoring grade 1 with a trained teacher, paraprofessional, or literacy graduate student, 3-5 times a week during the school day and extended day period. ○ Small group instruction during the school day with classroom and literacy intervention teachers and/or trained literacy graduate students; at-risk support with Special Education teachers at all grades ○ Wilson and /or Foundations program at each grade as determined by student learning style and needs, during the school day and extended day programs ○ Tutoring and intervention through America Reads and other student teacher programs with partner Schools of Higher Education ○ Extended day (37.5 minutes 3 X a week in small groups with classroom, content, special education, Intervention, ESL and literacy content area teachers.) Programs: Foundations, Wilson, Readworks, Words Their Way and Reading Rescue ○ Small Blended Learning groups during the school day provide 7th and 8th grade students with support in preparation for Exit Projects, ongoing project work in content areas and State assessments as well as in meeting targeted learning goals.

ACADEMIC INTERVENTION SERVICES (AIS)

<p>Mathematics</p>	<p><i>For students in the school's lowest third (up to low level 3) including ESL students and students in the Hispanic, Black and SWD Subgroups, AIS in math in being implemented as follows:</i></p> <ul style="list-style-type: none"> ▪ Math workshop to promote differentiated instruction in all ELA classes – Tier I Intervention: math congress; guided practice; partner and small group work; math vocabulary and math tool kit. ▪ Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive: <ul style="list-style-type: none"> ○ Small group instruction and at-risk support with SETSS teachers ○ Extended day (37.5 minutes 3 X a week in small groups with classroom, content, special education, ESL and math content area teachers.) ○ Small Blended Learning groups during the school day provide 7th and 8th grade students with support in preparation for ongoing project work in content areas and State assessments as well as in meeting targeted learning goals.
<p>Science</p>	<p>Classroom teachers, Learning Specialists and graduate student teachers provide ongoing support to small instructional groups to targeted at-risk students in content area learning. Project and blended learning periods provide 7th and 8th grade students with support in preparation for Exit Projects, ongoing project work in content areas and State assessments as well as in meeting targeted learning goals. On grades 1-6, extended periods are devoted to building students' strategic and organizational skills in content area (non-fiction) reading and writing.</p>
<p>Social Studies</p>	<p>Classroom teachers, Learning Specialists and graduate student teachers provide ongoing support to small instructional groups to targeted at-risk students in content area learning. Project and blended learning periods provide 7th and 8th grade students with support in preparation for Exit Projects, ongoing project work in content areas and State assessments as well as in meeting targeted learning goals. On grades 1-6, extended periods are devoted to building students' strategic and organizational skills in content area (non-fiction) reading and writing.</p>

ACADEMIC INTERVENTION SERVICES (AIS)

At-risk Services provided by the Guidance Counselor	Service is provided to help students across all grades who are experiencing difficulty adjusting to the school routine. Many of the students are dealing with emotional issues and find it difficult to manage their behaviors in class so that they are able to fully participate in the academic work. The service is offered in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.
At-risk Services provided by the School Psychologist	Services provided to students based on their needs and the needs of the school: Individual, Group and Family Counseling, Crisis Intervention and support and consultation to school staff on developing strategies for working with at-risk students, on an as needed basis
At-risk Services provided by the Social Worker	Services provided to students based on their needs and the needs of the school: Individual, Group and Family Counseling, Crisis Intervention and support and consultation to school staff on developing strategies for working with at-risk students, on an as needed basis
At-risk Health-related Services	N/A

**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 Debra Maldonado	District 3	Borough Manhattan	School Number 333
School Name Manhattan School for Children			

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

Principal Susan Rappaport	Assistant Principal Claudine Jellison
Coach type here	Coach type here
ESL Teacher Katy Bowen	Guidance Counselor Michelle Regelado
Teacher/Subject Area Wendy Smith/Literacy	Parent Elizabeth Rivera
Teacher/Subject Area Ana Rubinstein, Dance	Parent Coordinator Annie Kolpin
Related Service Provider Jamie Diamond, Speech	Other Luis Quan
Network Leader William Colavito	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	1
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	726	Total Number of ELLs	18	ELLs as share of total student population (%)	2.48%
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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. 

Part II: ELL Identification Process

1. In order to identify English Language Learners, families are given the Home Language Identification Survey (HLIS) at registration. If the person completing the form speaks a language other than English, the appropriate translated HLIS form is provided. Staff members are available during school business hours should families require assistance filling out the form. These staff members include Spanish, French and Chinese speakers. The person responsible for administering the HLIS is Annie Kolpin, the Parent Coordinator, with the assistance of the ESL teacher, Katy Bowen. Ms. Bowen is also responsible for administering the formal initial assessment and the LAB-R within ten days of each student's registration. Ms. Bowen is a New York State certified ESL teacher. Due to our school's small population of ELLs (on average, a total of between 15 and 20 students each year), all ELLs receive the NYSESLAT and it is administered in small groups. The ESL teacher and testing coordinator, Darlene Dooley, schedule and track participation in all four modalities. To annually evaluate ELLs using the New York State English as a Second Language Test, the ESL teacher meets with administration to analyze test results. We examine changes in the modalities for each student, discuss how best to group students, and which modalities need to be emphasized in each group.
2. In order to ensure that parents understand the three program choices, the ESL teacher schedules a meeting with parents individually during the first month of school or in the two weeks following registration. Parents are given the ELL Parent Brochure and are shown the Parent Orientation Video. The Parent Survey is explained during each parent meeting, informing parents that they have a choice of programs, and that if the program of choice is not currently available at the school, they may opt to transfer their child to a school that has their program of choice. Parents are also informed that should a TBE or DL program become available at this school, they will be notified in writing. The ESL teacher reaches out to families by speaking with them at arrival, dismissal, on the phone or via a note sent home with the child. Manhattan School for Children's parent body is active. Family members are always building, moving, organizing materials and generally helping out around the school, working in the classrooms, planning with staff and sharing their talents and passions to enhance teaching and learning at MSC.
3. In order to ensure that entitlement letters are distributed, the ESL teacher places them in each student's mailbox, which students empty each day as part of school routine. Each student takes the contents of their mailbox home each day. The ESL teacher also informs classroom teachers about the entitlement letters, to further ensure that they are received and go home with the student. To ensure that Parent Survey and Program Selection forms are returned, the ESL teacher informs classroom teachers about the forms. The classroom teachers therefore know that if a student returns the form, they can give it to the ESL teacher. If a form is not returned, the ESL teacher will contact families at arrival, dismissal, on the phone, or via a note sent home.
4. In order to place identified ELL students in bilingual or ESL instructional programs, the ESL teacher meets with the family to explain the options and answer any questions. If necessary, an interpreter is used or an over-the-phone interpretation is conducted via speakerphone by calling the DOE Translation and Interpretation Unit. Families are given a parent brochure further explaining their program choices and a Program Selection form in their native language. Continued Entitlement letters are distributed to families during the first two weeks of school.
5. After reviewing the Parent Survey and Program Selection forms received over the past several years, we can conclude that that

parents tend to choose the ESL program. This year, the parents of all 18 students have chosen ESL on the Parent Survey.

6. Yes, the program model offered at our school is aligned with what parents have been requesting. All parent surveys indicate ESL as the program choice.

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● No*	If yes, indicate language(s):
Dual language program	Yes● No*	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 #
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	1	1	1	0	1	1	1	1	0					7
Total	1	1	1	0	1	1	1	1	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	12
SIFE	0	ELLs receiving service 4-6 years	0
		Special Education	7
		Long-Term (completed 6 years)	6

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. [i](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	12		1	0	0	0	6	0	6	18
Total	12	0	1	0	0	0	6	0	6	18

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	2	2				3		3						10
Chinese	1						1							2
Russian					1									1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other	1		2				1							4
TOTAL	4	3	2	0	1	3	2	3	0	0	0	0	0	18

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?

1a. ESL services on the K-8 level are enacted through both the push-in and pull-out models. In all cases, content-based ESL is the chosen approach to instruction. As the linguistic, cultural, and social needs of ELLs are often situated in the realm of Social Studies, this content area is the primary vehicle of instruction, and, as a result, is often the context in which grammar and vocabulary are situated. Non-fiction readings do not comprise the entirety of instructional texts, as works of fiction and poetry are also the fodder of content-based study.

At the 6th-8th grade level, the push-in model focusing on content-based instruction is preferred in academic classes when working with ELLs. Students are pulled out when their schedule permits a focus on the explicit teaching of English (grammar and vocabulary building). When students are pulled out in small groups, there is a maximum student/teacher ratio of 5/1.

1b. Within the 6th-8th grade, there are Block, Heterogeneous (across grade level and ability level), and Homogeneous classes.

2. The only program model offered at our school is ESL. We ensure that students receive the mandated number of instructional minutes by creating a schedule for the ESL teacher with the appropriate number of periods allotted for ESL instruction. Explicit ESL and ELA instructional minutes are also specified in the ESL teacher's schedule.

3. Throughout the K-8 ESL environments, content study is completed entirely in English. The full breadth of needs of ELLs (social and cultural assimilation included) necessitate that content become the vehicle for language teaching. Therefore, a content-based approach to ESL is the primary model of instruction. This approach is enacted through reading and writing on/about topics of curricular relevance to each student. Grammar and vocabulary are therefore studied in the context of content. Social Studies is often the content area in which grammar and language are situated, especially at the K-5 level. At the 6-8 level, the rigorous academic exigencies require that the content areas of Science and Mathematics are also explored in the content-based ESL model.

4. Currently, the only evaluation conducted in a language other than English is the Spanish LAB. A Spanish-speaking staff member gives the Spanish LAB with the ESL teacher present.

5a. Currently there are no SIFE students at Manhattan School for Children. Our instructional plan for potential SIFE students entails: promotion of native language and English literacy skills, and linguistic, cognitive, and academic development across content area subjects.

A. Programming and Scheduling Information

5b. The needs of newcomers are best satisfied by a pull-out approach in conjunction with a focus on scaffolding academic content. The study of vocabulary, reading, and writing are therefore consistent with the content-based model. For beginner students who are literate in their home language, translation through the use of a dictionary promotes the ability to connect prior knowledge of the student to any content-based study that is carried out in the ESL setting.

5c. The approach to ESL with students who have completed 4-6 years, is like all ESL instruction within MSC, based greatly on data that regards the reading and writing ability of students. As students at this level have gained EP status, the preferred model is push-in and any instruction carried out by ESL teachers mirrors the content being studied within the classrooms of ELLs. Content remains the vehicle of instruction, but research on individual students is paramount in the development of any skill-, grammar-, or vocabulary-based lessons. As the Teacher’s College Model is used within MSC, the assessment tools utilized within this model provide the means for research completed by ESL teachers. These include TC Leveled Reading Assessments, Spelling Inventories, Running Records and conferences with teachers that gauge the use of reading skills and strategies. Input from the classroom teacher is also an important means for gathering data. Student-specific data permits ESL teachers to formulate instruction that is specific to student needs. For all ELLs regardless of level, separate testing locations are secured to promote the success of these students.

5d. The approach to the instruction of Long-Term ELLs is very similar to that described above. In this case, ESL teachers focus in particular on the grammar and language abilities that need to be promoted to ensure the academic success and long-term goal of English proficiency/fluency. Within MSC, teachers of long-term ELLs consider data and complete the documentation of learning needs so that language needs do not occlude an investigation the need for special education services.

6. Instructional strategies used by teachers of ELL-SWDs are specific to each child and include:

- Review the IEP of each student. Know the specific needs of individual students and the resource personnel and technology needed to meet them.
- Provide students with disabilities the opportunity to learn to use text to gain meaning; provide explicit reading instruction with modifications or accommodations.
- Explicitly teach pro-social skills (e.g., cooperating with others, listening, asking for help).
- Pre-teach or re-teach curricular content and provide additional guided practice before, after, or as appropriate, during class time.
- Provide extended learning opportunities to increase a student’s rate of learning.

In terms of materials, ELL-SWDs have access to adapted materials and assistive technology. Additionally, specialized seating, equipment, and tools are provided so students can complete assigned work.

7. Our classes are heterogenous, which allows us to meet the diverse need of ELL-SWDs within the least restrictive environment.

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
Native Language Arts	na
Social Studies:	na
Math:	na

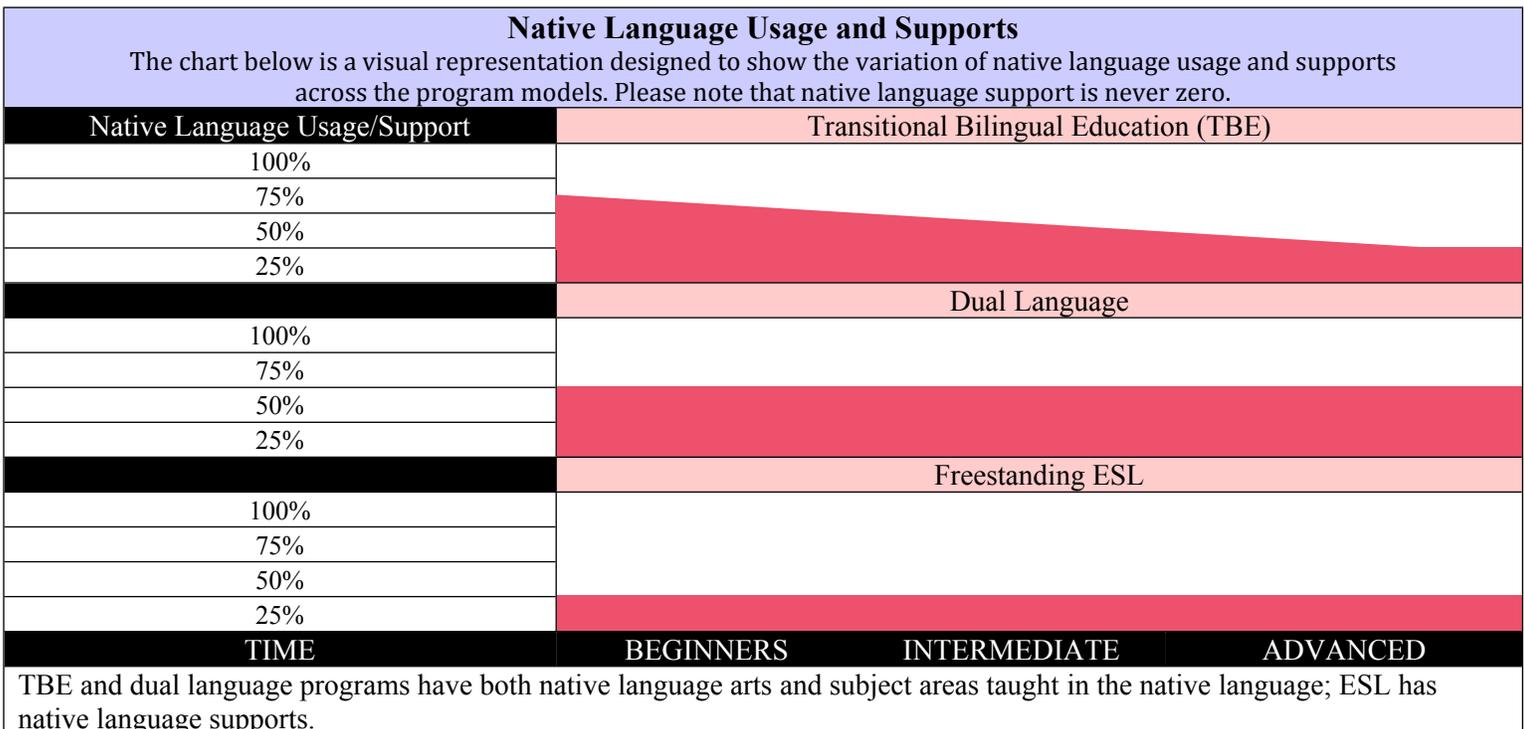
Class/Content Area	Language(s) of Instruction
na	na
na	na
na	na

Science:	na
na	na

na	na

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.
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. Our school offers targeted intervention for ELLs in ELA, math, and content areas during our extended day period, Monday through Wednesday. The language of instruction is English. Additionally, our AIS teacher, Wendy Smith, provides support in the area of reading. Depending on assessment of student needs, intervention programs include Reading Rescue and Foundations (ELA in primary grades) Readworks, Foundations, Achieve 3000, TCRWP Literacy program and Words Their Way (Literacy and Content Area Literacy in Science and Social Studies); Dreambox and Math in the City (mathematics).

9. For ELLs reaching proficiency on the NYSESLAT, the ESL teacher discusses with each student's classroom teacher as well as the families to determine if continued support is necessary. Due to our small number of ELLs, it is possible for the ESL teacher to continue to support these students. Additionally, students continue to receive test accommodations for the required two years. These accommodations are tracked and scheduled by the ESL teacher and the Testing Coordinator.

10. The school is in process of organizing a leveled book room or library with a section devoted to materials, books and resources in other languages.

11. No programs or services for ELLs will be discontinued.

12. All programs are available and open; translation is offered to families in completing application to after school programs; students participate in after school sports, drama, art, science and music programs.

13. Instructional materials include big books, Oxford Picture Dictionary for the Content Areas, the Spin series from Longman publishers, and a library of leveled books. Newcomers in the Fourth, Fifth and Sixth grade use the Visions series from Thomson/Heinle as well as Hit the Ground Running: Exploring Idioms in English from Options Publishing. The ESL teacher also consults the Teachers College Readers and Writers workshop manual for units of study. Orton-Gillingham phonics materials are used, such as picture-sound cards. The ESL teacher also uses lessons from Month by Month Phonics by Dorothy P. Hall and Patricia M. Cunningham.

14. In terms of native language support, the ESL teacher has books in Spanish for students to read and take home to read with their family. Materials in other languages are purchased as needed.

15. The ESL teacher groups students by grade, or consecutive grades, such as 4th and 5th in order to provide services that support ELLs ages and grade levels. Resources also correspond to age and grade. For example, a newcomer in the 8th grade would have high-interest, low-level reading materials.

16. New families are invited to class picnics and often mentored by buddy families at the school.

17. French is offered as a special, along with art and dance, to all 5th and 6th graders.

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.

1. Paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators receive professional development during our school's half-day Friday, which takes place on the first Friday of each month. Teachers meet and plan interventions with our on-staff ESL and literacy intervention teachers; the school follows the Teachers College Reading and Writing Project model. Areas covered include vocabulary development, with a focus on previewing content area vocabulary, accessing and building on background knowledge, building language contexts in the classroom and providing multiple modes for student access and response to instruction. Additionally, upper grade teams (4-8) meet and plan with an on-site literacy lead teacher/coach.

2. Transitioning from elementary to middle school is not an issue in our school because we are a K - 8 school. For the transition from middle school to high school, students are encouraged to attend SIELP (Summer Intensive English Language Program. The guidance counselor assists the ESL teacher and students with the application process.

3. As a Teachers College Reading and Writing Project School, all staff is involved in comprehensive literacy based training that addresses supporting students with different language capacities and needs. Teachers work with TC staff developers and attend TC calendar days. Minutes of those meetings are maintained

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. MSC's parent body is active. You will always find family members building helping out around the school, working in the classrooms, planning with staff and sharing their talents and passions to enhance teaching and learning at MSC. Family members working with staff have been instrumental in helping to acquire grants for our school. Many different languages are represented at MSC. It is not possible to translate newsletters and other publications into all of these languages. Therefore, it has been school policy not to translate into any one language, but rather to make an effort to reach out individually to families who might need assistance in understanding school communications.

2. The school partners with the Beacon Program, which offers on-site ESL and "English Language Practice Nights" to families.

3. The school maintains communication with families through our parent coordinator as well as our bilingual office and support staff. This communication network allows us to gather needed information and make appropriate outreach to address the needs of parents.

4. Parents are involved in monthly classroom celebrations and regular arts and science events that allow parents to become partners with their children in learning.

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
													L

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)	3													3
Intermediate(I)		2				1	1	1						5
Advanced (A)	1	1	2		1	2	1	2						10
Total	4	3	2	0	1	3	2	3	0	0	0	0	0	18

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	3					1	3						
	P	3	4		2	5	1		1					
READING/ WRITING	B	2												
	I	2					1	1						
	A	1	2			3								
	P	1	2		2	3	1	2	1					

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

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Rappaport	Principal		
Claudine Jellison	Assistant Principal		
Annie Kolpin	Parent Coordinator		
Katy Bowen	ESL Teacher		
Elizabeth Rivera	Parent		
Wendy Smith /Literacy	Teacher/Subject Area		
Jamie Diamond/Speech	Teacher/Subject Area		
	Coach		
	Coach		
Michelle Regalado	Guidance Counselor		
Ben Soccodato	Network Leader		
Luis Quan	Other <u>ELL Achievement</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M333 **School Name:** Manhattan School for Children

Cluster: # 5 (CEI-PEA) **Network:** CFN532

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.

Families are given the Home Language Identification Survey (HLIS) at registration. If the person completing the form speaks a language other than English, the appropriate translated HLIS form is provided. Staff members are available during school business hours should families require assistance filling out the form. These staff members include Spanish, French, Portuguese and Chinese speakers. The person responsible for administering the HLIS is Annie Kolpin, the Parent Coordinator, with the assistance of the ESL teacher, Katy Bowen. Due to our school's small foreign population we can give one on one support to families by scheduling meetings with parents individually during the first month of school or in the two weeks following registration. During those meetings, parents are given information about the school and about programs available to them. They are also given the ELL Parent Brochure and are shown the Parent Orientation Video. Families are also assigned a "Buddy Family" that reaches out to families by speaking with them in their native language at arrival, dismissal, on the phone or via notes. This outreach continues until the family is comfortable at our school and does not need any more help in this area. We use the data from the surveys and gathered from families to ensure that each family is provided with translation services and interpretation.

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.

We have found a very small number of families who are not fluent in English, and at this time we have only 18 families (our student body numbers 732). Ten families are Spanish speakers, two are Chinese, one Russian, one Albanian and 4 families speak Portuguese. Our translation and oral interpretation needs are very few and our school policy is to make an effort to reach out individually to families who might need assistance in understanding school communications and offer one on one help. We also partner with the Beacon Program, which offers on-site ESL and translation for families. We communicate with our families through the Parent Coordinator as well as our bilingual office and support staff. This communication network allows us to offer individualized help. We report our findings to the school community thru our Parent Teachers Association meetings, both at the PA Executive Board level as well as at the monthly public meetings.

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.

Written translation services will be provided in-house by school staff and parent volunteers. If needed we will provide written translation of any and all written information sent home (in the child's backpack) including, but not limited to, teachers' notes, class newsletters, school wide newsletters, emails, invitation to school events, etc. In our findings, we have found a very small number of families who are not fluent in English. At this time, we have only 18 families (our student body numbers 732). Since our translation needs are very few, our school policy is to make an effort to reach out individually to families who might need assistance in understanding school communications and offer one on one help thru our Parent Coordinator, our bilingual office staff and thru the Buddy Family system.

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.

Oral interpretation services will be provided in-house by school staff and parent volunteers. If needed we will provide oral translation at any time a family requests it. If needed, we will interpret during, but not limited to, Parent Teacher conferences, individual meetings with teachers and/or other school staff, meetings with administration, during phone conversation with school staff, at Parent Association meetings (both business meetings and public meetings) and at school events (both in the classroom and school wide events). In our findings, we have found a very small number of families who are not fluent in English. At this time, we have only 18 families (our student body numbers 732). Since our oral interpretation needs are very few, our school policy is to make an effort to reach out individually to families who might need assistance and offer one on one help thru our Parent Coordinator, our bilingual office staff and thru the Buddy Family system.

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>.

We have provided each parent/family with a copy of the Bill of Parent Rights and Responsibilities translated in their home language thru the DOE website. We have posted on our bulletin boards, located on each floor (by the elevators and by the front door of our building) signs in Spanish/Portuguese and Chinese (our most prominent languages) indicating the availability of interpretation services. We have also included in our safety plan a description of services that will be available to our foreign speaking families including, but not limited to, bilingual office staff manning the telephones, outreach by our Parent Coordinator and notices and/or information to be translated and disseminated via the phone, and/or thru our internet website MSCnet.