



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MANHATTAN EAST SCHOOL FOR ARTS AND ACADEMICS

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

PRINCIPAL: LILIANA SARRO EMAIL: LSARRO@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Liliana Sarro	*Principal or Designee	
Kathleen Lekadou	*UFT Chapter Leader or Designee	
Kelly King Lewis	*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	
Melissa Cancel	Member/Staff	
Brian Basso	Member/Teacher	
Patrick Duffy	Member/Teacher	
Leslie Eaton	Member/Parent	
Harriet Erskine Joseph	Member/Parent	
Dixie Laborde	Member/Parent	
Lonnie Joseph	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, 85% of the students will show at least one year's growth on the math exam as compared to 75% in 2012.

Comprehensive needs assessment

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

In reviewing our school's report card and assessment data we determined that only 75% of the student's showed one year's growth on the math exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- *Staff will identify the students categorized as being in the lowest third by grade level.*
- *All students in the lowest third will be focused on as a part of the PLCs.*
- *All students identified in the lowest third will be encouraged or mandated to participate in afterschool tutoring.*
- *Based on ITA and predictive exams students not showing targeted growth will be assigned peer tutor during extended day &/or lunch time.*
- *To have a math activity, which is aligned with the common core standards for math and writing, in algebraic thinking for all 8th graders.*
- *In the seventh grade students will write a history of math report which meets the standards of the common core in both writing and math.*
- *In the sixth grade students will write a report focusing on math in the real world specifically as found at SONY Wonders which meets the common core standards for math and writing.*
- *All students will receive test taking strategies. The practices will be aligned by grade and subject by the PLCs.*
- *All students will receive instruction focusing on the use of a calculator.*

b) key personnel and other resources used to implement these strategies/activities,

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

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

The teacher teams have received training in interpreting the data available via ARIS, ACUITY and teacher developed exams. Teachers have received Professional libraries including topics such as socio-emotional development, understanding by design, Charlotte Danielson's book on *Professional Practice: A Framework for Teaching*, the common core standards, rubrics and curriculum development.

d) timeline for implementation.

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

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

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We are a Non-Title I school and not required to submit a PIP. Parental involvement activities include parent workshops with topics that include provide opportunities for parents to help them understand the accountability system (Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report) and understanding grade-level curriculum and assessment expectations.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By 2013, 100% of the teachers will develop a minimum of two literacy tasks (ELA) that are embedded in a rigorous curriculum unit that are aligned to the Common Core Learning Standards.

Comprehensive needs assessment

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

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

Instructional strategies/activities

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

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

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

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

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

All students including SWDs and ELLs will participate in a minimum of two rigorous ELA tasks that are embedded in an ELA unit and are aligned to the Common Core standards.

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

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

All teachers will participate in the activities .In addition, our ELA and SS teachers will work with a writer from Teachers/Writers Collaborative at Teacher's College in bringing History to life.

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

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

d) timeline for implementation.

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school is Non- title I school. In order to increase parent involvement at the school, the school has added two supplemental activities. The first activity is also a fundraiser where student created artwork can be placed onto items like tote bags and t-shirts. The second is a family fun event where we will be inviting families to a pot luck dinner where we will have a series of games and a movie.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 100% of teaching staff will have participated in at least 4 cycles of observations, as per a research based rubric that allows for teacher self-reflection, focused feedback, and next steps.

Comprehensive needs assessment

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

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

Instructional strategies/activities

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

- *Teachers will receive Professional Development on Danielson's Enhancing Professional Practice.*
- *Teachers will self-assess their performance on ARIS for the teaching competencies.*
- *Administrators will utilize Danielson's rubric for evaluation of teacher's practice during formal and short frequent cycles of classroom observation.*
- *Based on the formal and short frequent cycles of classroom observations teachers will be provided with feedback regarding their teaching based on Charlotte Danielson's rubric.*
- *Mutually agreed upon next steps will be documented in the walkthrough feedback that is given to Teachers.*
- *Teachers and Administration will develop a plan for professional development for the school year based on the self-assessment done by the staff.*
- *New teachers will receive additional mentoring and support from a Senior teacher to assist them in meeting the proficient/distinguished level on the competencies.*
- *Review of Charlotte Danielson's rubric to identify those skills necessary to be a distinguished teacher*

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

Consultants from our network have provided professional development to the entire staff. In addition, the staff received Danielson's Enhancing Professional Practice as a resource.

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

The school has constructed PLCs and Inquiry teams to address the curriculum and assessment of all students.

- d) timeline for implementation.

September- June: Professional Development (monthly & NYC/DOE Professional Development Days)

October-May: PLCs/Inquiry Teams meet

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school is Non- title I school. In order to increase parent involvement at the school, the school has added two supplemental activities. The first activity is also a fundraiser where student created artwork can be placed onto items like tote bags and t-shirts. The second is a family fun event where we will be inviting families to a pot luck dinner where we will have a series of games and a movie.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>TCNY Writing process, repeated readings, peer editing, utilize prior state exams for assessments, and focus on organizational skills. Buckle Down for CCLS, Kaplan and Coach are utilized as resources.</p> <ul style="list-style-type: none"> • Diagnostic, cumulative and summative assessments • Guided practice for understanding common core concepts • Reading for knowledge and information • Focus on open ended questions 	Small group and tutoring	Students receive AIS during the school day and during the afterschool program.
Mathematics	<p>Short Subjects in Mathematics, Focus on Math strands, Buckle down math to the common core state standards, Buckle down NYS, Problem solving from Strategies for Success, utilize prior state exams for assessments, organizational skills, directed and focused instruction on identified areas of strengths and weaknesses.</p> <ul style="list-style-type: none"> • Diagnostic, cumulative and summative assessments • Guided practice for 	Small group and individual tutoring	Students receive AIS during the school day and during the afterschool program.

	<p>understanding common core concepts</p> <ul style="list-style-type: none"> • Focus on open ended questions 		
Science	<p>Buckle down science review, teacher designed assessment, mini-labs, reinstruction on targeted topics based on assessments, organizational skills and alignment with the ILSE.</p> <ul style="list-style-type: none"> • Diagnostic, cumulative and summative assessments • Guided practice for understanding common core concepts • Performance tasks to practice science process skills • Focus on constructed response questions 	Small group and tutoring	Students receive AIS during the afterschool program
Social Studies	<p>DBQ preparation, writing workshop, review of map skills, organizational skills</p> <ul style="list-style-type: none"> • Diagnostic, cumulative and summative assessments • Guided practice for understanding common core concepts • Reading for knowledge and information • Focus on open ended questions 	Small group and individual tutoring	Students receive AIS during the afterschool program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student based goals, socio-emotional and academic	Small group and individual	Students receive At Risk services throughout the school day and the counselor is available during afterschool.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Ben Soccodatto	District 04	Borough Manhattan	School Number 224
School Name Manhattan East School for Arts & Acad.			

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

Principal Lillian Sarro	Assistant Principal Melissa Cancel
Coach type here	Coach type here
ESL Teacher Ms. Tsu (from MS377)	Guidance Counselor Carmen Ocasio
Teacher/Subject Area Lauren Heinsohn-Schimmel ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Angie Ortz-Kortright
Related Service Provider type here	Other type here
Network Leader Ben Soccodatto	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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

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

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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>								3	1					4
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In														0
Total	0	0	0	0	0	0	0	3	1	0	0	0	0	4

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

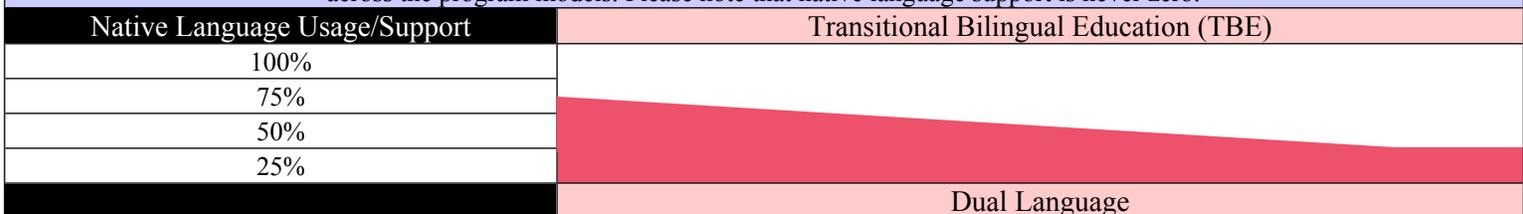
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

11. None of the programs will be discontinued.

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1						1
Intermediate(I)									1					1
Advanced (A)								2						2
Total	0	0	0	0	0	0	0	3	1	0	0	0	0	4

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

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

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

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

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

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

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

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
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1- As a middle school we do not have students who fall into that category. We rely on the results of the citywide exams as well as the predictive and ITA exams given during the course of the school year. This information is used to create classroom groupings and identify areas within the curriculum which will need to be addressed as a priority. For example, we will be using our results from the 2011 exams to determine the students who scored in the lowest third on the exams. They will then be mandated for tutoring and will be the focus of our PLCs over the course of the year.

2-4- The current population of students did well on the listening and speaking portion but did not perform as strongly on the writing portion of the exam. The students did very well on the listening and speaking portion. They all fell into the advanced or proficient category for this exam. The did not do as well in the reading and writing section of the exam. While two students were advanced, one student was Intermediate and the other was a beginner. Both the ELL and ELA teachers will be working on their writing. They are consistently weak in these areas and performed poorly on the writing portion of the ELA as well. In order to address these issues the teachers will be using rubrics appropriate to the students grade levels and will be expanding the writing they are doing across all of the content areas. their performance on the exam appears to be very closely linked to their disability and the progress they are making in developing compensating skills.

5- We do not have a dual language program.

6- We evaluate the success of our program based on the progress they make towards no longer being classified as ELL's as well as their performance on the ELA exam. As we can see from the most recent data, which showed all 4 students doing less well in this category, the students need to focus on writing. this is similar to data we have from the ELA. Therefore, we are establishing a series of writing rubrics for each grade and are developing writing activities across all of the content areas.

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)
Lillian Sarro	Principal		
Melissa Cancel	Assistant Principal		
Angie Ortiz-Kortright	Parent Coordinator		
	ESL Teacher		
	Parent		
Lauren Heinsohn-Schimmel	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Carmen Ocasio	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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