



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M260

PRINCIPAL: JONATHAN LEVIN

EMAIL: [JLEVIN@SCHOOLS.NYC.GOV](mailto:JLEVIN@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MARIANO GUZMAN

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
JONATHAN LEVIN	*Principal or Designee	
MARY MARGARET SCHIEDE	*UFT Chapter Leader or Designee	
SUZETTE ROTH-JACOBS	*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	
LINDSAY OAKES	Member/	
SHOSHANA KOHR	Member/	
SARA KRAMER	Member/	
DESIREE WARNER	Member/	
TINA GERSHOFF	Member/	
MICHELLE ROTH	Member/	
	Member/	

\*\* 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.

**Strengthen student writing by having Clinton children score in the 65<sup>th</sup> percentile for student progress for our peer group and versus NYC middle schools on the 2013 NYS Exam.**

### **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.

**2012 Exam results were 57% and 63% respectively for our peer group and versus the NYC. Additionally, Acuity results indicated that writing on the constructed response and essay portion of the exam could be strengthened.**

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Clinton will use two whole school instructional strategies to achieve this goal. The first is that all Clinton faculty will use a RACER, an acronym for writing that scaffolds children using evidence from texts. This builds on work done in 2011-12, and will start from September. The second strategy is to revise Social Studies, Science and ELA curriculum to ensure it is common-core aligned. As the 2013 NYS Exam will be 100% Common Core aligned, we expect this will improve results on the writing section of the exam.**

**In addition to whole school strategies, this year the program has been adjusted to provide coaching and mentoring options for two new ELA teachers, and the two members of the science department. Additionally, students who have a severe deficit in reading will be taught with the Wilson Intervention Reading Program 4-5X per week, to improve their phonemic awareness.**

**Lastly, staff will be provided with professional development opportunities, including an instructional cycle with a network literacy specialist, release time to plan, and two days with Laura Robb, a specialist in adolescent literacy.**

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

- Teach the RACER strategy to parents at Curriculum Night
- Meet with parents of eligible children to explain the benefits of Wilson

**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.

80 Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    20 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).

**Service and programs will be coordinated to support this goal. For human resources, experienced teachers who have mentoring experience will be programmed to give them room in the program to work with other staff members. This will allow for in-house coaching and mentoring. Additionally, all students will receive a minimum of 17 periods of content area literacy/literacy per week.**

## 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.

**We will increase expeditionary learning by having every Clinton student interact with at least three NYC institutions or non-profit organizations in 2012-13.**

### **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 generated after a review of student/parent experiences in 2011-12 through the school survey. Additionally, the Quality Review in 2011-12 indicated that an area of growth for Clinton was partnerships with NYC cultural and artistic foundations.**

### **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) key personnel 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.

**We seek to build upon our existing partnerships with established, successful non-profit organizations such as Dancing Classrooms and Civil Rights Coalition. Both of these partnerships begin in the second terms and involve the 8<sup>th</sup> grade.**

**We are also seeking to expand our partnerships, piloting City Center, in the 6<sup>th</sup> and 7<sup>th</sup> grades. This is also a second trimester initiative, lasting December through March. For the City Center partnership, we will use one teacher who can help give us regular feedback on the quality of the instruction, and assess the student products.**

**Lastly, we continue to seek visual arts and writing partners with non-profits and cultural institutions for new partnerships.**

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

- Meet with SLT to collaboratively build goals that involve parent support.
- Work with Parents' Association Executive Board to gather financial support for partnerships.

### **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      X   Other

If other is selected describe here:

To support this goal, we utilize PA funding.

**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). For our partnerships, we ask the non-profits to work with one teacher, making coordination and evaluation easier,.

### **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.

**We will strengthen our creation of artists by developing a vertically-aligned arts curriculum and allowing for at least two performance/sharing opportunities this year.**

#### **Comprehensive needs assessment**

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

**This need was identified through the school survey, student and parent anecdotal evidence, and a continued commitment to our mission of being a home for the development of writers and artists. In addition to performances, the arts department is revising their curriculum to ensure there is vertical differentiation in the complexity of tasks/units. For this work, we are using the NYC Blueprint for the Arts, which asks for an increased focus on college and career readiness in the 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) key personnel 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.

**We remain committed to traditions such as Inspirational Voices, the Winter Festival, Poetry Slam and the school musical. With writing, we will be launching the Clinton Post, a school newspaper, to provide an avenue for writers and cartoonists. We also will add a spring visual arts sharing event in the Spring.**

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

- Use parent mentors to work with writers and artists in performances and showcases.
- Use parent mentors to work on the 8<sup>th</sup> grade Exit Project.
- Work collaboratively with Parents' Association Executive Board to build support for performance/sharing opportunities.

#### **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). To support this goal, we utilize PA funding.

### 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.).
Wilson	Multisensory instruction on encoding and decoding	Small group	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After the school day</li> </ul>
ELA Push-In Support	<ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Conferencing</li> <li>• Team planning</li> <li>• UDL modification &amp; accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After the school day</li> </ul>
Mathematics Push-In Support	<ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Conferencing</li> <li>• Team planning</li> <li>• UDL modification &amp; accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After the school day</li> </ul>
Science Push-In Support	<ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Conferencing</li> <li>• Team planning</li> <li>• UDL modification &amp; accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After the school day</li> </ul>
Social Studies Push-In Support	<ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Conferencing</li> <li>• Team planning</li> <li>• UDL modification &amp; accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After the school day</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Wellness class 7 <sup>th</sup> and 8 <sup>th</sup> Grade	Whole class	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

### 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.

To recruit new staff, Clinton used open-market, posting positions for qualified candidates. From qualified candidates, a Hiring Committee interviewed candidates. After selecting the strongest candidates, we arranged for a demonstration lesson. The Principal then checked references and hired staff.

Staff were assigned based on the needs of the students. In content and special education, teachers were given the opportunity to list preferences.

For retention of existing staff, teachers are given support in multiple ways. First, new and novice teachers are mentored by experienced teachers. This is done one-on-one. Experienced teachers are given the opportunity to coach and to mentor when possible. To continue the creation of a strong community, the staff formed a committee to plan whole-school and grade level events.

Professional development opportunities are presented to staff in multiple ways. First, teachers are asked to create goals in areas that they would like to grow stronger in, and that align with school-wide goals. Second, teachers receive regular formative feedback on their instruction using the Danielson Rubric. Third, three teachers (Math, ELA, SS) have been selected to represent Clinton at ongoing Network Common Core monthly meetings where they meet with other experienced educators to discuss the continued development of curriculum, assessment and planning. Fourth, outside professional development opportunities are given to all educators, based on relevance. In the past year this has included topics such as: debate, speaking and listening, ICT partnerships and content area literacy. Teachers who request time and financial support to attend professional development brought to the attention of the administration are granted, whenever possible.

**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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 <b>Marina Cofield</b>	District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>260</b>
School Name <b>The Clinton School Writers &amp; Artists</b>			

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>255</b>	Total Number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>3.92%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

the first two weeks of class.

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	0	2	7	0	5	0	0	0	10
Total	3	0	2	7	0	5	0	0	0	10

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

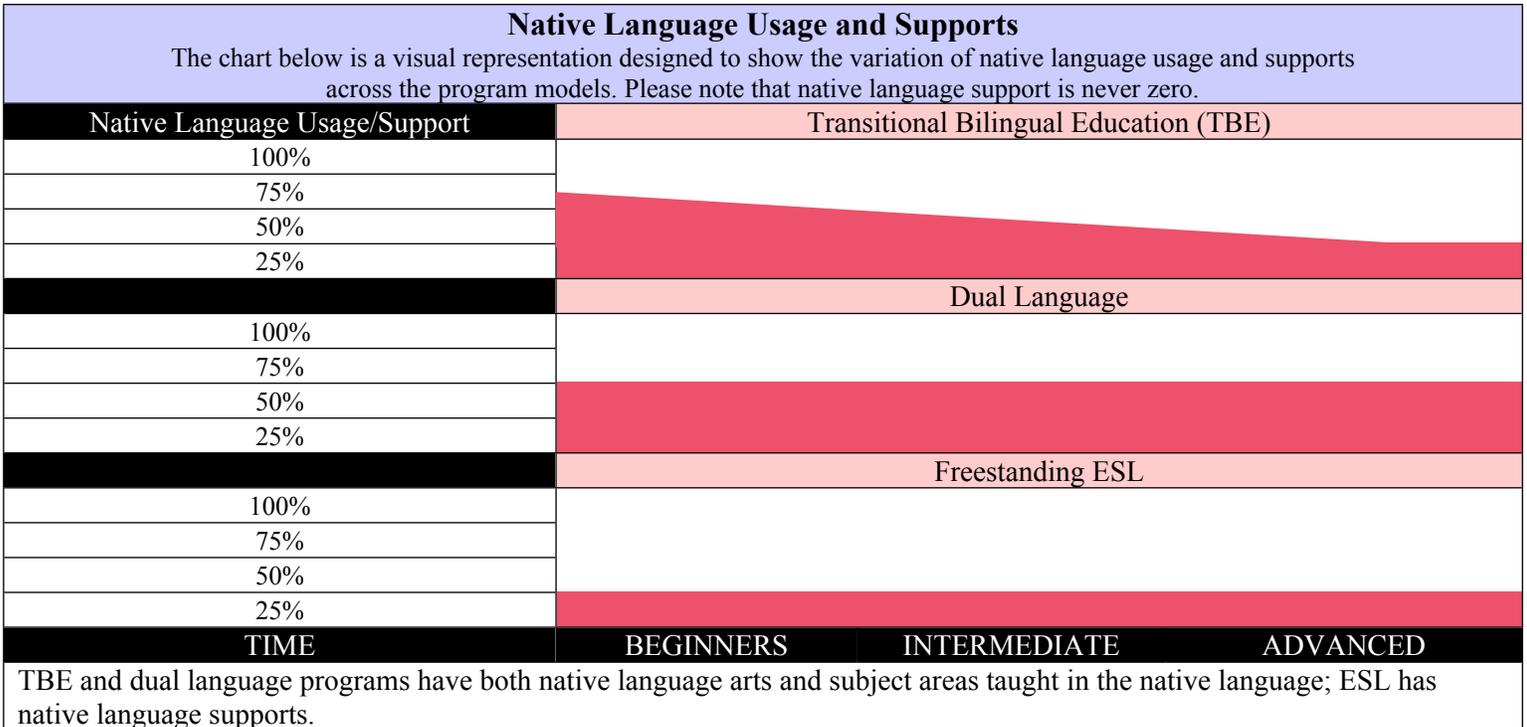
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

15. Yes

16. Not applicable

17. None



**C. Schools with Dual Language Programs**

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

Not applicable

**D. Professional Development and Support for School Staff**

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

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

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

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

**E. Parental Involvement**

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		5		1		9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

3. See above

4. A. See above

B. N/A

C. N/A

5. N/A

6. We judge our program based on the performance of ELLs on the NYSESLAT, in their general education classes, and on their New York State standardized tests. We compare the gap that existed between the student and their grade level the year before and the gap this year to determine if we made significant progress.

Paste response to questions 1-6 here

### Additional Information

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

## Part VI: LAP Assurances

**School Name:** The Clinton School

**School DBN:** 02M260

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

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

**School Name: The Clinton School**

**School DBN: 02M260**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
Dauida Hunter	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 02      School Name: 260**

**Cluster: 1      Network: Bridges**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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