



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MANHATTAN NEW SCHOOL, PS 290

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M290

PRINCIPAL: SHARON HILL

EMAIL: SHIL2@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
Sharon Hill	*Principal or Designee	
Pamela Saturday	*UFT Chapter Leader or Designee	
Amy O'Brien	Member/Teacher	
JoAnne Searle	Member/Teacher	
Lisa Sheers	Member/Teacher	
Leslie Profeta	Member/Teacher	
Erica Zaccaria	Member/Teacher	
Annie Ferrante	Member/Teacher	
Lisa Lazarus	Member/Parent	
Ian Reifowitz	Member/Parent	
Janine Smith	Member/Parent	
Maryann Leung	Member/Parent	
Sarah Kresberg	Member/Parent	
Natalie Barnett	Member/Parent	
Daniejela Mirkovic	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, 80% of K-5 students will demonstrate increased ability to construct viable arguments and critique the reasoning of others in mathematics as measured by the depth and quality of classroom discourse in math in addition to student achievement on performance assessments.**

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.

- **After more closely examining the common core standards and the expectations for students in grades K-5, it has been determined our next instructional focus should help students use more precise mathematical language in order to enhance their ability to engage with mathematical concepts in constructing logical arguments and critiquing the reasoning of others. Analysis of classroom conversations and end-of-unit mathematics assessments has revealed a need for students to more clearly articulate arguments using precise mathematical vocabulary.**

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:
 - i. **Teachers will facilitate daily student-to student discourse using strategic moves that allow students to “make mathematical conjectures, present evidence, voice agreement and disagreement with the claims of others, and support their own positions.” (*Classroom Discussions: Using Math Talk to Help Students Learn. Chapin, et al.*)**
 - ii. **Teachers will model and encourage effective questioning to help students clarify their thinking and improve their arguments.**
 - iii. **Teachers will model and encourage the use of an array of concrete referents, such as objects, drawings, diagrams and actions to construct arguments.**
 - b) Staff and other resources used to implement these strategies/activities,
 - i. **The math coach will meet monthly with teams of teachers to develop teachers’ understanding of CCLS Mathematics Practice Standard 3 through activities that give them experience constructing and defending their own mathematical arguments.**
 - ii. **The coach and teachers will work together to identify and/or construct tasks that provide rich contexts for conjecture, argument and debate at each respective grade level.**
 - iii. **A study group comprised of teachers will meet twice per month to explore ways of helping students prove mathematical conjectures.**
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - i. **Teachers will work together to select or write two performance tasks that require students to construct and/or critique a mathematical argument.**
 - d) Timeline for implementation.
 - i. **Students will complete two performance assessments aligned with units of study by June 2013.**

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.

- **The math coach will facilitate a series of grade-specific parent workshops designed to deepen parents' understanding of math content and strategies being taught on each grade-level. The workshops will highlight the importance of discourse and communication in the classroom. PowerPoint presentations from each workshop will be made available on the school's website.**

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.

 x Tax Levy Title I Title IIA x Title III Grants Other

If other is selected describe here:

Service and program coordination

Teachers will work in grade level groups in consultation with the Math Coach to develop strategies for deepening the level of discourse in classroom conversations..

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.
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- **To improve teacher practice and elevate the level of discourse in classrooms by June, 2013, MNS administrators and instructional coach will work with all teachers to develop a shared understanding of the use of questioning and discussion techniques to promote student learning, as measured by a research-based rubric.**

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.
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- **Upon examination of classroom discussions and examples of student writing throughout the school, we deemed it necessary for teachers to receive more professional development in the areas of questioning and discussion techniques. We expect this to enable them to support their students towards achieving the CCR Anchor Standard for Speaking and Listening, which addresses the need for students to be able to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.”**

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:
 - i. **Teachers will facilitate classroom discussions using questioning and discussion techniques that encourage students to:**
 1. **Make connections among concepts**
 2. **Make connections to events previously unrelated**
 3. **Arrive at new understandings of complex materials**
 4. **Generate and ask pertinent questions of their own**
 - ii. **Teachers will open up discussions so they are accessible for the range of students in the class by**
 1. **Using a variety or series of questions/prompts which challenge students cognitively,**
 2. **Using discussion techniques which advance higher level thinking and metacognition**
 3. **Creating the expectation that all students are active participants in discussion**
 - b) staff and other resources used to implement these strategies/activities
 - i. **School leaders, staff developers, and teachers will create opportunities to analyze and discuss classroom discourse through video, transcripts of conversations, role-playing, and inter-classroom visitations**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- i. During goal-setting meetings, teachers and principal engaged in discussions around ways of assessing the level of classroom discourse – student engagement, participation, and depth of discourse

d) timeline for implementation

- i. By June, 2013, there will be observable evidence in classrooms that teachers' discussion techniques result in meaningful discourse.

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.
- Grade level meetings with parents conducted by administration, monthly SLT meetings and parent-teacher conferences will be used to increase parental involvement towards attaining this goal.

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

- The school administration and instructional leads will meet with teachers in a variety of formats, including goal setting meetings with the principal, professional development sessions with outside consultants and grade level team meetings to reflect on classroom practices and share strategies for increasing the depth of classroom discussions,

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, 80% of students in grades 3-5 will demonstrate increased capacity to think critically as they read and develop arguments through written pieces that require a persuasive response to reading as evidenced through performance assessments in literacy.**

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.
- **An examination of our literacy curriculum revealed the need to provide students with more opportunities to engage in persuasive writing to align instruction with identified shifts in the Common Core towards writing opinion pieces that support a point of view with reasons/information from texts.**

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,
 - i. Using informational texts in grades k-5 students will: Research, Converse, and Question, with a goal of developing independence starting with teacher led questioning and moving towards student led questioning and discussions. Students will learn to cultivate a lens toward finding controversy, taking a position and developing an argument. Structures to support this work will include teacher-generated questions, student partnership discussions, small group and whole group debates and the creation of written arguments.**
 - ii. Partnerships, book talks, current events debates and discussions, and a school-wide plan that encourages students to question, debate, write persuasive responses to reading**
 - b) key personnel and other resources used to implement these strategies/activities,
 - i. Inquiry teams, inter-visitations, curriculum mapping are among the structures and resources used to implement these strategies**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - i. Teachers will work together within the contexts of curriculum mapping, collaborative inquiry and the analysis of performance tasks to assess student performance.**
 - d) timeline for implementation.
 - i. Performance assessments administered between February and June will be used to monitor progress towards this goal.**

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.
- **Grade level meetings with parents conducted by administration, monthly SLT meetings and parent-teacher conferences will be used to increase parental involvement towards attaining this goal.**

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

- School administrative team will provide grade-wide planning days for grades 3-5 teachers to develop tasks and lessons to support students’ development of persuasive writing skills. Teachers will work with consultant in grades 3 & 4 to strengthen assessment practices with a focus on looking at student work.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

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.

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).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

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.

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).

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	Reading Recovery Foundations, Wilson, Visualizing and Verbalizing	One-to-one and small group	During the school day
Mathematics	Focused guided practice Rehearsal of math facts Guided use of math manipulatives Guided use of Math games	Small Group & One-to-one	During the school Day & After School
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and small group counseling	One-to-one, small group and whole class	During school day
	Divorce Group Adoption Group Project Excel		After School

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.

- **During our recruitment, a Recruitment team is formed, comprised of seasoned highly qualified teachers and the administration. This team meets to formulate questions to be asked of the candidates. Team members participate in the interviews and the debriefing sessions, participating in the decision making process for hiring new teachers. Candidates are usually invited to do a demonstration lesson. At that time, members of the committee are also invited to observe the lesson and participate in the debriefing session that leads to the final decision.**
- **PS 290's teaching staff is currently 100% highly qualified. Administration and support staff build a rigorous culture of professional development that is differentiated based on teachers' needs, experience and interests. With the support of administration and a fulltime mathematics coach, teachers study in grade-level collaborative teams and after-school study groups. Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them.**

**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
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 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 Dan Feigelson/ Caihua Huang	District 2	Borough Manhattan	School Number 290
School Name Manhattan New School			

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

Principal Sharon Hill	Assistant Principal Doreen Esposito
Coach Christopher Lomot	Coach
ESL Teacher Kristin Cotumaccio	Guidance Counselor Valerie Radetky
Teacher/Subject Area Elissa Eisen/ IEP Teacher	Parent
Teacher/Subject Area Denise Rickles/ SETSS	Parent Coordinator Sally Mason
Related Service Provider Jennifer Rooney/ Speech	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	633	Total Number of ELLs	22	ELLs as share of total student population (%)	3.48%
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Part II: ELL Identification Process

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

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

1. During registration, parents have an informal interview and fill out a Home Language Identification Survey (HLIS) with the parent coordinator and a licensed pedagogue. Teachers in our school speak a number of different languages, including Spanish, Hebrew, German, Greek, Italian and French. The surveys are available in several different languages and office staff members are available for interpretation, as well. (Only first time registrants into the NYC school system get a HLIS.) Based on parents' responses, students are given the LAB-R to determine eligibility for bilingual/ ESL services and instructional placement. The LAB-R is administered by a certified ESL teacher and it's always completed within students' first ten days of enrollment. If necessary, the Spanish LAB is administered afterward for Spanish-speaking ELLs. Entitlement letters are distributed for all students who are entitled to services. Non-entitlement letters also go home to parents of students who were tested, but are not entitled to services. In addition, transitional letters are sent to parents of ELLs who have reached proficiency and continued entitlement letters are sent out for those who will continue to receive services during the current school year.

The NYSESLAT is administered to all ELLs each spring. ATS reports such as the RLER and the RLAT are used to determine NYSESLAT eligibility. Our ELL teacher is responsible for administering the test. A checklist is created to ensure that every ELL has completed all four components of the NYSESLAT. (speaking, listening, reading and writing sections) The results from the NYSESLAT are reviewed each fall to determine if students are still entitled to services and how many minutes of instruction they should receive. In addition, we evaluate the test scores to determine strengths and goals of all English language learners at our school.

2. Parents of newly enrolled ELLs are invited to attend an orientation to ensure their understanding of all three program choices, Transitional Bilingual Education, Dual Language and Freestanding ESL. If necessary, translated versions of the video and surveys are available. The first group orientation occurs in September, but the ESL teachers also makes arrangements to meet with parents of newly enrolled ELLs throughout the year. During these meetings, parents also learn about the school community, state assessments, and general program requirements. In addition, ELL parents are encouraged to meet during parent-teacher conferences to discuss their child's strengths and goals. These conferences are usually held during the months of November and March.

3. A spreadsheet is maintained to ensure that all entitlement letters have been properly distributed and all parent selection forms have been returned.

4. See previous responses regarding program placement and entitlement letters.

5./6. The parent survey and selection forms indicate that 100% of our parents want their children to learn English. Trends indicate that the freestanding ESL program is the preferred program within this school community.

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>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	1	1		1								5
Push-In														0
Total	1	1	1	1	0	1	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	1	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. [?](#)

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

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	21		1	1		1				22
Total	21	0	1	1	0	1	0	0	0	22

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		1	1											2
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1		1										2
Korean														0
Punjabi														0
Polish														0
Albanian				1		1	0							2
Other		5	6	1	2	1	0							15
TOTAL	1	7	7	3	2	2	0	22						

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. At Manhattan New School, ESL instruction is provided through a heterogeneous pull-out program model, including students of mixed proficiency levels. In our freestanding ESL program, English is used 100% of the time. Our ESL teacher, the principal, and others help to develop a schedule for ELL students based on their grade and proficiency levels.

2. As per CR Part 154, students at the beginning and intermediate levels receive 360 minutes of ESL instruction per week. Students at the advanced level receive 180 minutes of ESL, as well as 180 minutes of ELA instruction in their classroom.

3. It is important to make content comprehensible and to enrich language development. Please refer to #13 to see how the ESL teacher provides content area support for ELLs.

4. We ensure that students are appropriately evaluated in their native language by administering the Spanish LAB to Spanish-speaking ELLs when they are first admitted.

5. Although we do not have any SIFE students, they would receive services as a “newcomer” at our school. Newcomers participate in smaller ELL groups to support their language development. Teachers at our school differentiate lessons and assignments for all students, including newcomer ELLs. In addition, we now have a volunteer who works with newcomers twice a week to give them additional support.

This year, we have two students with an IEP. During weekly PPT and LAP meetings, we discuss their progress and current goals in depth. Our ESL, speech, and SETTS teachers play an important role in these discussions. We provide intervention for all students who need assistance meeting standards in ELA, Math and other areas.

6. Our school has regular PPT meetings to ensure that ELL-SWDs are receiving appropriate services. The ESL teacher and Special Education teachers provide instructional strategies that are aligned with their IEPs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

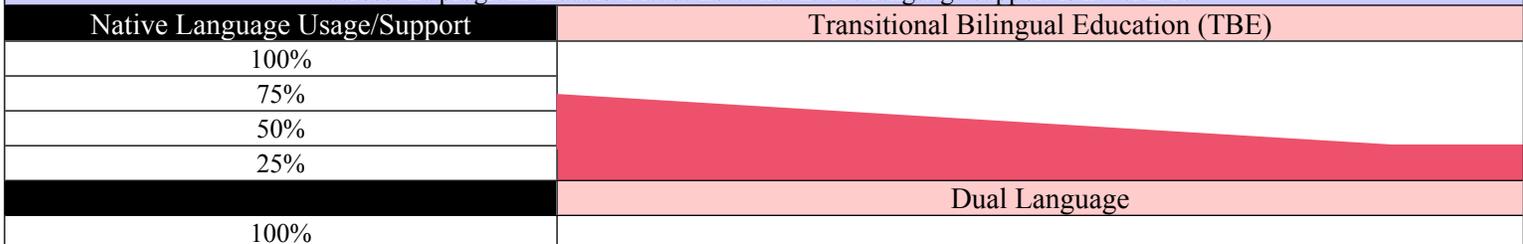
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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.



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?

8. Targeted interventions for ELLs in ELA, Math and other content areas include additional small-group support during the extended-day period. Our SETSS teacher and math coach are also available to work with students who are "at-risk."

9. As previously stated, frequent conferences between classroom teachers and the ELL teacher also help us provide transitional support for students who have achieved proficiency. The ESL teacher is available to meet with these students for up to two years, in addition to the extended day period, if necessary. Furthermore, former ELLs are now permitted to receive test accommodations on standardized tests for up to two years after they've reached proficiency on the NYSESLAT.

10-11. We may consider adding an after school enrichment program for ELLs in the future. However, we do not plan on discontinuing any programs or services for ELLs in the upcoming school year.

12. ELLs are afforded equal access to all school programs, including the extended-day, intervention services, and after-school programs.

13. The ESL program at our is designed around content-based units, which incorporate the four language skills of listening, speaking, reading, and writing. ESL instruction is content-based and developed using the balanced literacy approach. The content, materials and lessons are adapted to meet each student's needs and provide scaffolding for language, as well. By differentiating the curriculum, we are able to reach ELLs at all proficiency levels. Communicative learning techniques are implemented to help ELLs with both content and academic language. Activities such as "stop and jot" or "pair and share" also allow students to engage in "accountable talk." Newcomers also enjoy participating in Total Physical Response. As a part of a balanced literacy program, English Language Learners engage in shared, guided, and independent reading. In addition, interactive writing and modeling are an essential part of our writer's workshop. Students are given the opportunity to explore many different genres of reading and writing.

ELLs at our school participate in a rigorous program, which is aligned with the NYS standards. We uphold this academic rigor by using a variety of instructional materials and assessments. Explicit ESL is delivered by teaching language through context and scaffolding learning. The NYSESLAT, LAB-R, and ELL interim assessments can be used as a guideline for instruction. Results from the interim assessments will reveal the areas of strength and weakness for each English Language Learner.

A wide variety of materials are used to support ELLs, including:

- | | |
|--------------------------------|------------------------------------|
| - Leveled books | - Pocket charts |
| - Non-fiction libraries | - Audiovisuals |
| - Picture dictionaries | - Realia/ manipulatives |
| - Bilingual dictionaries | - Personal word walls |
| - Big books for shared reading | - Hampton Brown resources |
| - Songs and chants | - Classroom magazines |
| - Graphic organizers | - Ipod recorder |
| - Sentences strips | - Books on Cd/ Portable CD Players |

Technology is used to support ELLs in several ways. All classrooms at Manhattan New School are equipped with Smart Boards,

document cameras and computers to enhance the learning experience. The Internet is a useful tool for translation, research, photographs, interactive games and videos for ELLs. In addition, newcomers are given a portable CD player and books on CD to use in the classroom. The ELL teacher sometimes uses an Ipod to record stories and track students' progress in speaking.

14. Throughout our school, native language and culture is portrayed in students' independent writing and presentations. Students are encouraged to share their cultural knowledge with others. This philosophy is especially important in the ESL classroom. For example, ELL students may create a Venn Diagrams, comparing traditions in their country to the United States. We have a small library of books in native languages, as well as bilingual dictionaries for students to use. In some cases, native language may also be used to help scaffold instruction. For example, students who have just arrived may feel more comfortable writing in their native language. This allows them to continue expressing their ideas, while they grow and eventually begin participating in English.

15. We make sure that required services support and resources correspond to ELLs' ages and grade levels.

16. Our parent coordinator is closely involved with parents of newly enrolled students and is available to help them prior to the beginning of the school year. Often times, newly enrolled ELLs are introduced to the ESL teacher and shown around the school beforehand. In addition, an "ice-cream social" is held in June as a way for newly enrolled kindergarteners to meet before the upcoming school year.

17. We do not currently offer any language electives to ELLs. However, there are several after school groups , such as Spanish and Chinese that they are welcome to join.

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)?

N/A

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. Staff development is extremely important to our learning community. Our assistant principal, common branch teachers, special education teachers and support staff are all involved in professional development.

Our ELL teacher takes advantage of many opportunities, such as the NYS TESOL conferences and other related workshops at Hunter College and Teachers College. Attending these conferences allows our ELL teacher to stay informed about new approaches, techniques, and assessments. It is also a great way to become familiar with new publications and professional development resources. She also continues to participate in professional development opportunities offered by the Department of Education, as well as study groups with other ELL teachers in District 2.

- This is a general calendar of workshops that our ESL teacher attended last year.

Interactive Websites for Learning English & Content K-4, NYS Spanish BETAC at NYU- September 30

ELL Network meeting with Fay Pallen- "Tier Two Words- Amplify not Simplify"- November 3

Network meeting & observations at PS 290- December 15

Network meeting & observations at PS 124- January 19

Network meeting & observations at PS 1- February 9

Network meeting & observations at PS 134- March 9

Network meeting & observations at PS 2- April 13

2. Our parent coordinator, guidance counselor and teachers work together to assist ELLs as they transition from elementary to middle school. This includes informing ELLs and their parents about all middle school options. We encourage students to go on school tours and help them find a school that best fits their needs. If necessary, we will also contact middle schools to inquire more about their programs for ELLs.

3. This year, we plan on doing two different ELL study groups for staff members as part of the 7.5 hrs of ELL training for all staff. One group will focus on strategies and resources to help to support ELLs in the classroom throughout the day. The other group will focus on how to prepare ELLs and former ELLs for standardized test taking. These study groups will take place during the professional development extended-day, once a week. In addition, the ELL teacher will be available to help any staff members who have specific questions, needs or concerns regarding English language learners in our school.

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?

Parents of ELLs are always included in our school community. We evaluate the needs of the parents through classroom surveys each September. Our parent coordinator, Sally Mason, also meets with new parents to learn more about their needs. "Coffee with Sharon and Doreen" is another great time for parents to express any concerns that they may have.

Parents are encouraged to participate in a variety of school activities throughout the year. These activities may include reading with their child on "First Fridays," sharing cultural traditions in a classroom interview or accompanying the class on a field trip. Each year, we host a Multicultural Night, which promotes intercultural understanding and strengthens parent involvement. School fundraisers and class celebrations are another way for parents of ELLs to get involved.

This year, we will offer several workshops for parents. These workshops may address school news and events, middle school information, or strategies that can be used at home to help their child succeed. Parents of ELLs are always invited to participate in any city-wide workshops that are available, as well.

Translation services are always available to parents. If one of our staff members is not available to interpret, we can always arrange for a parent volunteer or an outside translation service to assist us.

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)	4	1	3			1								9
Intermediate(I)		3		1										4
Advanced (A)	1	4	2	1		1								9
Total	5	8	5	2	0	2	0	0	0	0	0	0	0	22

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	3	1	1		1								
	P		1											

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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. TC assessments are used to assess the early literacy skills of ELLs at our school. Although students may be able to decode well, ELLs sometimes have trouble expressing themselves for the comprehension part of the assessment. In addition, newcomer ELLs may not be familiar with the vocabulary that is necessary to use context clues or pictures for help. This indicates that we need to support ELLs with vocabulary instruction so that they can implement the appropriate strategies to become successful readers. We will also have to support ELLs in expressing their ideas in order to properly assess their comprehension.
2. The ELL teacher can access LAB-R and NYSESLAT scores through ATS to determine the breakdown of test results. By analyzing the "Exam History Report," we can also see patterns of student performance. This information not only affects student grouping, but leaves implications for curriculum planning and professional development, as well.
3. Although LAB-R data varies, according to the NYSESLAT results, our students are generally performing better in the areas of listening and speaking. The implications are that ELLs in our school need continual support in reading and writing. We will focus on these areas and work more closely with classroom teachers. (One student scored at the proficient level in the areas of reading/writing, but was only advanced in listening/speaking because he has an IEP and is receives speech services.)
4. As shown above, almost all of our ELLs received 3s or 4s on the NYS ELA and Math Tests. The student who received a 2 on the ELA Test has an IEP and is currently in an inclusive classroom. Last year, none of our students used the native language versions of state exams.
5. Dual Language- N/A
6. In addition to the LAB-R and the NYSESLAT, we use several other assessments to inform the LAP, guide our instruction and meet the needs of all students. They include standardized tests, such as the ELA and NYS Math tests, as well as the Teacher's College Reading assessments. We use test result data, parent feedback and individual student progress to help us evaluate the overall success of our ELL program.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M290

School Name: PS290

Cluster: CFN 203

Network: Children First Network

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.

Parents are asked to complete the preferred language survey each year and classroom teachers communicate directly with families to determine the language needs of their families. These needs are communicated with the parent coordinator and the administration. Parents also fill out the "Home Language Identification" surveys when registering their children indicating the preferred language of communication. This is also indicated on the "Blue Cards."

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.

Using the language survey and teachers to determine those families who need translations, it has been determined that less than 1% of our school population needs translation services.

Through the collaboration and outreach of the PTA, teachers, office staff and the administration, families are well provided for in a respectful manner. This is due to strong parent involvement, the fact that teachers are in constant communication with families and inform the administration of any needs so they can be appropriately accommodated. Families with limited English proficiency are encouraged to participate in school activities and to become directly involved in classroom activities on a daily basis where they can engage with other members of the community and develop greater confidence and expertise in English in a supportive environment, and to help them connect with families who are proficient in English, but also speak their language. The translation unit is used for parents who require such services.

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.

Parent Volunteers, school aides and when necessary personnel from translation services translate all letters and memos and other communication to families. Flyers and posters are posted at the school and sent home to inform families of available services.

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.

Through the DOE Translation Unit and adult volunteers, adults who can translate attend parent/teacher conferences and other meetings to translate conversations in the families' native language.

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>.

Using knowledge we have gathered about our parent body and their language translation needs, we will continue to provide translation services for families using the resources outlined above. Our parent coordinator, PTA and teachers will play an active role in making sure these needs are communicated to the administration who will provide all required notification of translation and interpretation services available to parents. Parents also receive the "Bill of Parent Rights and Responsibilities.