



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**MANHATTAN SCHOOL FOR CHILDREN  
PS 333**

**03/ MANHATTAN/ 03M333**

**ADDRESS: 154 WEST 93RD STREET**

**TELEPHONE: 212-222-1450**

**FAX: 212-222-1828**

**PRINCIPAL: SUSAN RAPPAPORT**

**EMAIL: SRAPPAP@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: ILENE ALTSCHUL**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Susan Rappaport	*Principal or Designee	
Katy Bowen	*UFT Chapter Leader or Designee	
Karin Spraggs	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michael Kraft	Member/Parent	
Elise Berkman	Member/Parent	
Vicky Kahn	Member/Parent	
Melanie Sherman	Member/Parent	
Elizabeth Rivera	Member/Teacher	
Caroline Ebrahim	Member/Teacher	
Lisa Pomerantz	Member/ Teacher	

\*\* 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.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1- ELA & CORE Content Curriculum Development**

- *In order to impact student achievement and progress and actively engage all students in rigorous academic curriculum, faculty across grades and core contents will refine units based in Common Core Learning Standards, building on curriculum development and assessment:*
  - *To define coherent academic curriculum that engages and is responsive to the learning needs of all students:*
  - *To ensure that assessments are viable indicators of student learning and growth and are directly aligned to curriculum and instructional practice;*
  - *To build capacity of faculty to grow in practice as they collaboratively plan curriculum and assessments that reflect both the CCLS and the constructivist culture/philosophy of the school.*
- *By June 2013 80% of literacy and content teachers will refine 2 curriculum units and assessments aligned to focus Common Core Learning Standards and CIE instructional shifts at each grade and content. Teachers will implement Common Core units and assessments during the 2012-2013 school year as specified in the CIE at each grade and content area:*
  - *Across all grade K-8 classes, students will engage in 2 ELA CCLS units as outlined in the CIE, including CCLS performance tasks. These units will focus on non-fiction reading, writing and/or research in the content areas of Social Studies and Science. Teacher teams will collect this student work and utilize rubrics to engage in protocols for looking at student work in order to assess student achievement in meeting Common Core Learning Standards, provide feedback to students and inform curriculum revision.*
  - *Across all grade 6-8 classes, students will engage in CCLS units as outlined in the CIE (2 ELA, 2 Social Studies, 2 Science). Teacher teams will collect this student work and utilize rubrics to engage in protocols for looking at student work in order to assess student achievement in meeting Common Core Learning Standards, provide feedback to students and inform curriculum revision.*

### **Comprehensive needs assessment**

*Sources: NY State Assessment Data Spring 2012 (NY Start); NYC DOE Progress Report 2011-2012; Classroom Environment Checklists and Low Inference Teacher Observations/Evaluations 2011-12; TCRWP AssessmentPro Data September 2011-June 2012; Teacher Conferring Notes; 2012-13 Quality Review, NYS Common Core Curriculum ELA, and the Danielson Framework.*

*Based in data analysis and comparison of NYS ELA assessments from spring 2011 to spring 2012, we see overall school decline of 1% at levels 3 and 4, with significant gains in student performance at levels 3 and 4 on grades 3, 6 and 7 (7% on grades 3 and 6; 22% on grade 7); however, cohorts gains were not made across grades 4-8 and there remains a persistent decline across cohorts at grades 5, 7 and 8. In considering sub group performance, 2012 State ELA assessments indicate limited gains and losses of 1-3 points, reflecting the relatively minimal movement in student performance school wide.*

*Throughout the 2011-2012 school year teachers at all grades monitored student progress in order to inform instruction and intervention using formative assessments, including the DY0 periodic assessments and Common Core Assessment tasks. Across cohorts on grades 1-6 we saw notable gains from Fall 2011 and Spring 2012 in students achieving at levels 3 and 4 on the TCRWP DY0 Literacy periodic assessment measure of independent reading benchmark levels (with over 82% of students reading on or above grade level in June 2012 as opposed to 69% in fall 2011). In November 2011, 45% of first grade students were reading at grade level; this cohort made the greatest gain (almost 30%) with 74% of students meeting grade standards in June 2012.*

*While continuing curriculum and professional development in English Language Arts in partnership with the Teachers College Reading and Writing Project, and providing instructional support for students in the lowest third at all grade levels, in 2012-2013, the school continues to dedicate time and resources to planning curriculum and focusing differentiated instruction for students on grades 7 & 8 based in our partnerships with the I-Zone Network.*

### **Instructional strategies/activities**

- *A schedule of grade and content team common preps and weekly meetings is in place. Team meetings are scheduled once monthly during half-day for professional development. A calendar is in place to ensure that literacy and core content teachers (K-8) participate in professional development, curriculum planning and protocols for looking at student work with TCRWP staff developers and school leadership. Teacher teams will refine ELA and Content CCLS Units (TCRWP) and assessments to ensure that units/assessments align to CIE ELA Focus Standards and Instructional Shifts. Calendar/Schedules will demonstrate ongoing professional development and planning with TCWRP, NY SunWorks, Urban Advantage, Sackler EC Initiative, LCI and the iZone Network as well as Grade Team and other Vertical Team meetings dedicated to curriculum planning, assessment and looking at student work.*
- *Across grades 6-8 Common Core aligned content curriculum and assessment are designed in modules through our participation in the IZone Network. Across all grades additional Content Area curricular support (Science, Social Studies and the Arts) is scheduled and will be provided through our partnerships with NY SunWorks, Sackler Early Childhood Science Education Initiative, Urban Advantage and Lincoln Center Institute.*
- *In September/October planning and PD will engage grade, content and vertical teams, in collaboration with staff developers, school leaders and lead teachers. Teams will review curricular maps, referring to ATLAS Rubicon, as well as student assessment data to ensure that CCLS and periodic assessments in 2012-2013 are paced for maximal formative instructional impact at each grade and content with data analysis focused to the lens of the Common Core.*
- *In October/November planning and PD will engage teams, in collaboration with staff developers, school leaders and lead teachers, in a recursive cycle of unit/lesson planning, implementation, assessment and looking at student work in order to revise curriculum units and determine how particular CCLS units address and assess focus grade level standards and instructional shifts outlined in the CIE in Literacy and Mathematics.*
- *This collaborative cycle will repeat throughout the year as units are reviewed, revised, implemented and assessed across grades and contents.*
- *As assessments are implemented, feedback will be given to students across each unit. Additionally, through Gallery Walks, journaling, student rubrics and use of post-its, students will be able to articulate learning outcomes and revise their learning goals as they reflect on their own work and also review and explain the work/arguments of their peers. (CCLS Math Practice Standard)*
- *K-8 Grade Curriculum Maps across grades and content will indicate a cohesive sequence of curriculum units inclusive of CCLS units, learning outcomes and assessment. Evidence will include two Sample CCLS units of study on each grade and content, inclusive of assessment tasks, rubrics, and student work samples and/or any relevant video of student work, work-in-process and/or conferring notes.*

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

- ***Engage parents in support of their children's education:*** *Families are actively involved in student reading through curriculum events, workshops, family conferences and newsletters. In support of our reading program, currently families are organizing a school wide leveled library. Families participate each month in publishing parties to celebrate their children's literacy and better understand the academic benchmarks for literacy. Besides publishing parties, family sing, storytelling and arts celebrations, each morning families on grades K-5 are invited into the classroom before Morning Meeting and invited to share reading, writing and other class projects and academics with their children.*
- ***Share information with parents about the educational programs:*** *Families are made aware of the literacy program and student literacy progress through family nights and curriculum events, extensive family conferences, progress reports and newsletters of the importance of children's reading in "just right book levels." Teachers and families maintain close communication about student progress toward meeting benchmark goals. Letters and reports provided through the TCRWP AssessmentPro website and student data provided through ARIS explicitly provide families with information about student progress, strategies and titles of "just right books" to support their child's reading growth. Faculty and SLT are jointly planning a Common Core informative family workshop for spring*

2013.

- **Provide resources offered by the school to support student achievement and meaningful parent involvement:** Homework packets, school letters and letters provided through the TC website, together with student data provided through ARIS explicitly support families in providing appropriate reading and writing experiences for their children at home. Partnership in the I-Zone360 Network is inclusive of Desire to Learn Platform, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area.

**Budget and resources alignment/Service and program coordination**

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

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

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

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

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2- Math Curriculum Development**

- *In order to impact student achievement and progress and actively engage all students in rigorous academic curriculum, faculty across grades and contents will refine units based in Common Core Learning Standards, building on curriculum development and assessment:*
  - *To define coherent academic curriculum that engages and is responsive to the learning needs of all students:*
  - *To ensure that assessments are viable indicators of student learning and growth and are directly aligned to curriculum and instructional practice;*
  - *To build capacity of faculty to grow in practice as they collaboratively plan curriculum and assessments that reflect both the CCLS and the constructivist culture/philosophy of the school.*
- *By June 2013 80% of mathematics teachers will refine 2 mathematics curriculum units and assessments aligned to focus Common Core Learning Standards and CIE instructional shifts at each grade and content. Teachers will implement Common Core units and assessments during the 2012-2013 school year as specified in the CIE at each grade and content area. Across all grade K-8 classes, students will engage in 2 Math CCLS units as outlined in the CIE, including CCLS performance tasks. Teacher teams will collect this student work and utilize rubrics to engage in protocols for looking at student work in order to assess student achievement in meeting Common Core Learning Standards, provide feedback to students and inform curriculum revision.*

### **Comprehensive needs assessment**

*Sources: NY State Assessment Data Spring 2012 (NY Start); NYC DOE Progress Report 2011-2012; Classroom Environment Checklists and Low Inference Teacher Observations/Evaluations 2011-2012; ARIS Math Inquiry September 2009-June 2012; MITC DY0 Assessment Data October 2011-June 2012; Teacher Conferencing Notes, NYS Common Core Curriculum Mathematics, Danielson Framework.*

*Based in data analysis and comparison of NYS Math assessments from 2011-2012, we see no school gain at levels 3 and 4, with gains in student performance at levels 3 and 4 at grades 4, 6 and 7 across grades (1%-4%) and on the grade 4 cohort (14%). There remains a persistent decline both across grades and cohorts at grades 5 & 8. In looking at sub groups, 2012 State math assessments indicate overall gain in students achieving levels 3 and 4 for ESL students but a decline for students with IEP's. While Black students made gains, there was a decline in performance of Hispanic students.*

*Student performance across grades 2-6 on the 2Pen assessment, part of the MITC DY0 periodic assessment, shows considerable gain in student accuracy and fluency within the number and operations strand, with an increase in student accuracy at 15%-18% across grades 3-6 and 42% at grade 2. The DY0 context problem assessment is based in Common Core Practice and Content Learning Standards. Here also we see gains in student performance at levels 3 & 4 across most grades, most significantly at grades 3 (33%), 5 (48%) and 6 (36%). Across the year teachers at all grades monitored student progress in order to inform instruction and intervention using formative assessments, including the DY0 periodic assessments and Common Core Assessment tasks.*

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

### **Instructional strategies/activities**

- *A schedule of grade and content team common preps and weekly meetings is in place. Vertical and/or Math Inquiry Team meetings are scheduled once monthly during half-day for professional development. A calendar is in place to ensure that mathematics teachers (K-8) participate in professional development, learning communities, curriculum planning and protocols for looking at student work with MITC staff developers, the Math Inquiry Team and school leadership. Teacher teams will refine Math CCLS Units (MITC, CFL & Britannica) and assessments to align Math units/assessments to Practice Standards 3 and 4, and CIE Domain*

*Focus Standards and Instructional Shifts. Calendar/Schedules that demonstrate ongoing professional development and planning with MITC, Grade Teams, Math Inquiry and other Vertical Team meetings dedicated to curriculum planning, assessment and looking at student work.*

- *In September/October planning and PD will engage grade, content and vertical teams, in collaboration with staff developers, school leaders and lead teachers. Teams will review curricular maps and student assessment data to ensure that CCLS and periodic assessments in 2012-2013 are paced for maximal formative instructional impact at each grade and content with data analysis focused to the lens of the Common Core.*
- *In October/November planning and PD will engage teams, in collaboration with staff developers, school leaders and lead teachers, in a recursive cycle of unit/lesson planning, implementation, assessment and looking at student work in order to revise curriculum units and determine how particular CCLS units address and assess focus grade level standards and instructional shifts outlined in the CIE in Literacy and Mathematics.*
- *This collaborative cycle will repeat throughout the year as units are reviewed, revised, implemented and assessed across grades and contents.*
- *As assessments are implemented, feedback will be given to students across each unit. Additionally, through Gallery Walks, journaling, student rubrics and use of post-its, students will be able to articulate learning outcomes and revise their learning goals as they reflect on their own work and also review and explain the work/arguments of their peers. (CCLS Math Practice Standard)*
- *K-8 Grade Mathematics Curriculum Maps across grades and content will indicate a cohesive sequence of curriculum units inclusive of CCLS units, learning outcomes and assessment. Evidence will include two sample mathematics CCLS units of study on each grade, inclusive of assessment tasks, rubrics, and student work samples and/or any relevant video of student work, work-in-process and/or conferring notes.*

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

- **Engage parents in support of their children's education:** Families are actively involved in student mathematics programs through curriculum events, workshops, family conferences and newsletters. Each morning families on grades K-5 are invited into the classroom before Morning Meeting and invited to share math morning work and investigations with their children.
- **Share information with parents about the educational programs:** Families are made aware of the mathematics program and student progress through family nights and curriculum events, extensive family conferences, progress reports and newsletters. Teachers and families maintain close communication about student progress toward meeting benchmark goals. Faculty and SLT are jointly planning a Common Core informative family workshop for spring 2013.
- **Provide resources offered by the school to support student achievement and meaningful parent involvement:** Homework packets, student data provided through ARIS explicitly support parents in supporting mathematics for children at home. Partnership in the I-Zone360 Network is inclusive of Desire to Learn Platform, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area. Currently students across grades K-5 are participating in an online learning program, Dreambox, that supports mathematizing and student use of math models. This online program can be implemented at school or home and provides teacher and parents with timely information about student understanding and use of strategies and models.

**Budget and resources alignment/Service and program coordination**

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

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

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

***The Friends of Manhattan School for Children fund raising and grant development fully supports professional development partnerships with Mathematics in the City. This partner matches school fund raising through it's own grant development programs.***

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3 Danielson Domain 3: Instruction-Questioning and the DOK**

*In order to impact student achievement and fully engage all students in their own learning, teachers will build understanding, use and integration of Webb's DOK levels in questioning and discussion across instructional contexts, including whole group/small group discussion, mini-lessons and one-on-one conferring.*

- *By June 2013, 70% of teachers will engage in professional development, planning and/or inquiry supported by our partnerships with TCRWP and MITC, inclusive of Learning Communities across MITC/TCRWP partner schools, Learning Walks and peer inter-visitations to integrate language and understanding of the DOK in their practice.*
- *Based in the Danielson Framework (Instructional Competency 3B), formal and informal observations and subsequent meetings, 70% of teachers will be provided feedback and support to ensure class cultures where questions of high cognitive challenge are formulated by students and teachers.*

### **Comprehensive needs assessment**

*Sources: NY State Assessment Data Spring 2012 (NY Start); NYC DOE Progress Report 2011-2012; Classroom Environment Checklists and Low Inference Teacher Observations/Evaluations 2010-2012; ARIS Inquiry September 2009-June 2011; TCRWP AssessmentPro Data September 2011-June 2012; MITC DYO Assessment Data October 2011-June 2012; Teacher Conferring Notes; 2011-2012 Quality Review, Danielson Framework.*

*Student Performance and Progress: Based in data analysis and comparison of NYS assessments from 2011-2012, we see no school gain at levels 3 and 4. There were gains in student performance in ELA, math or both assessments on grades 3, 4, 6 and 7; however with a decline across grades and/or cohorts at grades 5, 7 & 8. 2012 State ELA assessments indicate limited gains or losses across subgroups of 1-3 points, reflecting relatively minimal movement in student performance school wide. State math assessments indicate overall gain in ESL students achieving levels 3 and 4 but a decline for students with IEP's. Black students made gains; however, there was a decline in performance of Hispanic students.*

*Gains in student performance were made at grades 3-6 on ELA and/or Math DYO Assessments with decline in student performance on grades 7 & 8 that mirrors performance on standardized tests.*

***Implications for Teacher Practice and Instruction:*** *Continuing curriculum and professional development will focus on providing instructional support for students in the lowest third at all grade levels; additionally, in 2012-2013, the school is dedicating considerable time and resources to planning curriculum and focusing differentiated instruction for students on grades 7 & 8 based in our partnerships with the I-Zone Network. However, our school Progress Report indicates that while the school has made gains relative to City Horizon, we continue as a school to lag in student progress when compared with our Peer Horizon, indicating that that school and faculty need to consistently reflect on and revise practice in order to focus instruction and better support all students in making academic progress. Inconsistencies in student progress across grades and performance levels indicate a need to focus professional development and inquiry on Common Core Curricula, building protocols for looking at student work and understanding the cycle of instruction and meaningful assessment. We are supported in this endeavor by our professional development and community based partnerships, (TCRWP, MITC, LCI, and NYSunworks). The Danielson Framework, setting priorities on Domain 3, Instruction, will be the tool for our professional conversations and growth.*

### **Instructional strategies/activities**

- *A schedule of Grade and Content Area team common preps and weekly meetings is in place. Vertical and/or Inquiry Team meetings are scheduled once monthly during half-day for professional development. Calendar/Schedules of ongoing professional development with TCWRP and Learning Communities with MITC as well as Grade Team, Inquiry and other Vertical Team meetings dedicated to questioning (DOK), conferring and looking at student work.*
  - *A calendar of professional development is in place, so that literacy and core content teachers participate in ongoing professional development and/or*

coaching collaborations with TCRWP staff developers, lead teachers and school leadership. Teams will focus on DOK as outlined on TCRWP Atlas Rubicon Curriculum Site.

- A calendar of professional development is in place so that mathematics teachers cycle through Learning Communities and professional development (inclusive of inter-school visitations) with MITC staff developers, lead teachers and school leadership.
- Working with TCRWP, MITC and Lincoln Center Institute (LCI) partners, NYSunowrks, the Sackler Foundation, and I-Zone, our Inquiry teams, lead teachers and school leadership will establish criteria to raise the level of questioning, prompts and tasks as they look at resulting student work through the lens of Webb's DOK and Danielson Competency 3B.
- The school has two standing Inquiry Teams (Mathematics & Arts) that will continue their work around curriculum & instruction, inclusive of Common Core, assessment, and LASW, engaging also in outreach to colleagues and the school community. Establish literacy and content area vertical study groups to build capacity and support colleagues in understanding and implementing the CCLS and DOK.
- During the spring semester, as part of our collaboration with TCRWP, Carl Anderson will conduct a series of professional development workshops on site. This professional development will be focused on conferring as a powerful questioning and assessment tool to raise the level of learning as teachers integrate higher order prompts within an accountability system that allows them to check for understanding.
- A progression of lesson plans, tasks, prompts and teacher conferring notes with resulting student work artifacts, post-its, Gallery Walks, Math Congresses, and transcripts of teacher/student talk will indicate accountability of teachers and students to the teaching points and to making connections across learning that lead to transfer and mastery.
- Learning Walks and formative observation; teacher self-assessment; peer, mentor and lead teacher inter-visitiation will be based in questioning: Danielson rubric Domain 3 (3b).

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

- **Engage parents in support of their children's education:** Our first partners and collaborators are our families. The Manhattan School for Children was founded almost 20 years ago by families who wanted a child-centered, inclusive and constructivist school environment for their children. Since that time parents have been partners with their children's teachers in setting and attaining goals for children's growth, with the administration in establishing and setting goals for school and program growth, and with other families, in helping the school to support all our children. Families are currently involved in supporting student learning through curriculum events, workshops, family conferences and newsletters. Parents participate each month in celebrations of their children's learning and through these come to better understand academic benchmarks. Through SLT and PTA events families are aware of and involved in school partnerships with TCRWP, MITC, LCI, NYSunworks and the I-Zone360 Network that support student and teacher growth. Family committees plan for and support community building activities, grant writing and fund raising, arts and science programs and events, celebrations of learning, informative family workshops and outreach, and all-school communication through our MSC newsletter and MSCNet. The Friends of Manhattan School for Children is our not-for-profit organization, providing financial support to enable all children and all classes to have the tools and materials necessary to achieve their best, socially and academically. Our Executive Team and SLT meet regularly with school administration and staff to assess school needs and initiate plans to address those needs.
- **Share information with parents about the educational programs:** Families are made aware of the program and student progress through family nights and curriculum events, extensive family conferences and newsletters. Teachers and families maintain close communication about student progress toward meeting benchmark goals. Progress reports, school newsletters and letters and reports provided through the TCRWP AssessmentPro website together with student data provided through ARIS explicitly provide families with information about student progress toward meeting benchmarks and strategies to support their child's growth. Partnership in the I-Zone360 Network is inclusive of Desire to Learn Platform, which provides all constituents with comprehensive information around

curriculum and expectations for each Academy (grades 7 & 8) content area. Faculty and SLT are jointly planning a Common Core informative family workshop for spring 2013.

- **Provide resources offered by the school to support student achievement and meaningful parent involvement:** Homework packets, letters provided through the TC website and student data provided through ARIS explicitly support parents by indicating student performance and recommending appropriate reading and writing experiences for their children at home. Currently students across grades K-5 are participating in an online learning program, Dreambox that supports student use of math models. This online program can be implemented at school or home and provides teacher and parents with timely information about student understanding.

**Budget and resources alignment/ Service and program coordination**

- Non-Title I
  - Select the fund source(s) that your school is using to support the instructional goal.
- Fair Student Funding (Tax Levy), School Support Supplement, Legacy Teacher Supplement, Contract for Excellence, Title I STH For Non-Title I Schools, CFN Support, NYSTL (textbooks, software), DYO Assessment, Data Specialist, and human resources are used to implement this action plan to support mathematics instruction and intervention:
- Professional instructional materials to support curriculum and professional development during the regular school day.
  - Consumable instructional materials for use during school day.
  - Teacher coverage to support curriculum and professional development during the regular school day.
  - Teacher per session for differentiated professional development, curriculum planning and Inquiry based in looking at student work.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4 Monitoring Teacher Effectiveness**

*In order to improve teacher effectiveness, including those teachers new to the school or profession, and impact student achievement and engagement, school leadership will ensure meaningful formative feedback and next steps from short frequent cycles of formative classroom observations, learning walks and collaborative professional development opportunities. The Danielson Framework will remain the standard and tool by which faculty and school leadership collaboratively gauge teacher effectiveness.*

- *80% of teachers will review and reflect on their professional practice relative to components of the Danielson Instructional Domain (3) and articulated goals for improvement of practice. Teacher goals will inform professional conversations with colleagues and school leadership, including formal and informal observations.*
- *A schedule of professional development, learning walks, formal and informal observations will provide for subsequent feedback, mentoring and support for 80% of faculty focusing on Danielson Framework Competencies, Domain 3, Instruction.*

### **Comprehensive needs assessment**

*Sources: NY State Assessment Data Spring 2012 (NY Start); NYC DOE Progress Report 2011-2012; Classroom Environment Checklists and Low Inference Teacher Observations/Evaluations 2010-2012; ARIS Inquiry September 2009-June 2011; TCRWP AssessmentPro Data September 2011-June 2012; MITC DY0 Assessment Data October 2011-June 2012; Teacher Conferring Notes; 2011-2012 Quality Review, Danielson Framework.*

*Student Performance and Progress: Based in data analysis and comparison of NYS assessments from 2011-2012, we see no school gain at levels 3 and 4. There were gains in student performance in ELA, math or both assessments on grades 3, 4, 6 and 7; however with a decline across grades and/or cohorts at grades 5, 7 & 8. 2012 State ELA assessments indicate limited gains or losses across subgroups of 1-3 points, reflecting relatively minimal movement in student performance school wide. State math assessments indicate overall gain in ESL students achieving levels 3 and 4 but a decline for students with IEP's. Black students made gains; however, there was a decline in performance of Hispanic students.*

*Gains in student performance were made at grades 3-6 on ELA and/or Math DY0 Assessments with decline in student performance on grades 7 & 8 that mirrors performance on standardized tests.*

***Implications for Teacher Practice and Instruction:*** *Continuing curriculum and professional development will focus on providing instructional support for students in the lowest third at all grade levels; additionally, in 2012-2013, the school is dedicating considerable time and resources to planning curriculum and focusing differentiated instruction for students on grades 7 & 8 based in our partnerships with the I-Zone Network. However, our school Progress Report indicates that while the school has made gains relative to City Horizon, we continue as a school to lag in student progress when compared with our Peer Horizon, indicating that that school and faculty need to consistently reflect on and revise practice in order to focus instruction and better support all students in making academic progress. Inconsistencies in student progress across grades and performance levels indicate a need to focus professional development and inquiry on Common Core Curricula, building protocols for looking at student work and understanding the cycle of instruction and meaningful assessment. We are supported in this endeavor by our professional development and community based partnerships, (TCRWP, MITC, LCI, and NYSunworks). The Danielson Framework, setting priorities on Domain 3, Instruction, will be the tool for our professional conversations and growth.*

## **Instructional strategies/activities**

- *Calendar/Schedules of ongoing professional development with TCWRP and Learning Communities with MITC as well as Grade Team, Inquiry and other Vertical Team meetings dedicated to Common Core aligned curriculum, assessment and lesson planning, questioning, DOK, conferring and looking at student work. Calendar can include collegial book study, peer mentoring, collegial exchanges, inter-visitation, learning walks, and learning communities.*
- *In September/October Faculty met to reflect on assessment data, curriculum, assessment and instructional practice through the lens of the QR Instructional Core: Curriculum, Pedagogy, and Assessment. These meetings and reflections will support teachers in finding evidence in practice of meeting goals and setting individual professional learning goals and plans—either a revision of previous goals or new goal setting.*
- *Formal and informal observations are scheduled to support teachers in meeting professional goals. School leadership will routinely visit classrooms to support teachers and gather low inference data that indicates teacher progress in meeting instructional criteria and goals. These observations will provide the low inference data that measure the effectiveness of teacher practice, inform conversations with teachers and guide professional development.*
- *Professional learning communities will focus on data based inquiry, sharing of best practice and collaboration, employing instructional strategies across content (literacy, mathematics, social studies, science and the arts) that align to the Danielson Framework and Common Core Standards.*
- *A schedule of opportunities for collegial practice and critical friends will be in place with invitation to participate to all faculty members. Collegial opportunity for sharing best practice around instruction and the Common Core will include:*
  - *Opportunities across the school year for book study to deepen our collective practice, beginning with Pathways to the Common Core by Lucy Calkins.*
  - *Opportunities across the school year for collegial exchange of Faculty knowledge and experience in the Common Core and Depth of Knowledge.*
  - *Opportunities across the school year for inter-visitation through learning walks, gallery walks and learning communities with subsequent sharing/reflection of best practice and peer feedback.*
- *A routine for faculty meeting will be established that focuses on instruction (separate from business) with instructional teams looking at student work and class/grade data analysis to raise questions about planning and instructional practice. Professional development will promote implementation of a variety of authentic assessment tools including Common Core aligned assessments. Professional development will focus on understanding of instructional implications of assessment data including changes in standardized test scores as reflected on the school's Progress Report.*
- *Collaborative teacher inquiry will be informed by the Danielson framework of Professional Learning and Responsibility: looking at data and student work and sharing expertise through inter-classroom visitations, learning rounds and common planning. Likewise, teacher lesson and grade/content team curriculum plans will be informed by looking at students' work and Danielson rubric Domain 3 (3b).*
- *Professional learning communities may initially focus on exploring strategies to raise performance of target groups of students; teachers will share best practice, as identified by Common Core Standards, thereby providing professional development and informing instruction for all students.*
- *Learning Walks and formative observations (new and tenured teachers); peer, mentor and lead teacher inter-visitation are based in questioning: Danielson rubric Domain 3 (3b). Teacher self-assessment will be based in QR Instructional Core indicators 1.1, 1.2 and 2.2 and teacher self-assessment based in Environmental Checklist*

## Strategies to increase parental involvement

- **Engage parents in support of their children's education:** *Our first partners and collaborators are our families. The Manhattan School for Children was founded almost 20 years ago by families who wanted a child-centered, inclusive and constructivist school environment for their children. Since that time parents have been partners with their children's teachers in setting and attaining goals for children's growth, with the administration in establishing and setting goals for school and program growth, and with other families, in helping the school to support all our children. Families are currently involved in supporting student learning through curriculum events, workshops, family conferences and newsletters. Parents participate each month in celebrations of their children's learning and through these come to better understand academic benchmarks. Through SLT and PTA events families are aware of and involved in school partnerships and programs through Responsive Classroom, TCRWP, MITC, LCI, NYSunworks and the I-Zone360 Network that support student and teacher growth. Families participate in our monthly school-wide Town Hall Meetings and are made aware of the process by which their children derived school-wide rules. Additionally, families participate in class and grade sings, dance concerts, storytelling events, field trips and morning meetings.*

*Family committees plan for and support community building activities, grant writing and fund raising, arts and science programs and events, celebrations of learning, informative family workshops and outreach, and all-school communication through our MSC newsletter and MSCNet. The Friends of Manhattan School for Children is our not-for-profit organization, providing financial support to enable all children and all classes to have the tools and materials necessary to achieve their best, socially and academically. Our Executive Team and SLT meet regularly with school administration and staff to assess school needs and initiate plans to address those needs.*

- **Share information with parents about the educational programs:** *Families are made aware of the program and student progress through family nights and curriculum events, extensive family conferences and newsletters. Teachers and families maintain close communication about student progress toward meeting benchmark goals. Progress reports, school newsletters and letters and reports provided through the TCRWP AssessmentPro website together with student data provided through ARIS explicitly provide families with information about student progress toward meeting benchmarks and strategies to support their child's growth. Partnership in the I-Zone360 Network is inclusive of Desire to Learn Platform, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area. A Common Core informative family workshop is being jointly planned by faculty and SLT for spring 2013. Monthly Town Hall meetings and class/grade sings are conducted at arrival and/or dismissal times so that families can participate with their children.*
- **Provide resources offered by the school to support student achievement and meaningful parent involvement:** *Homework packets, letters provided through the TC website and student data provided through ARIS explicitly support parents by indicating student performance and recommending appropriate reading and writing experiences for their children at home. Currently students across grades K-5 are participating in an online learning program, Dreambox that supports student use of math models. This online program can be implemented at school or home and provides teacher and parents with timely information about student understanding.*

## Budget and resources alignment/ Service and program coordination

- Non-Title I
  - Select the fund source(s) that your school is using to support the instructional goal.
- Fair Student Funding (Tax Levy), School Support Supplement, Legacy Teacher Supplement, Title IIA Supplemental, Contract for Excellence, Title I STH For Non-Title I Schools, CFN Support, Funds for Public Schools 19, NYSTL and human resources are used to implement this action plan to support teacher professional growth*
- *Professional instructional materials to support curriculum and professional development (teacher and paraprofessional) during the regular school day.*
  - *Consumable instructional materials for use during school day.*

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

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

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5 Building Community-Responsive Classroom**

*Build on our organization of a collaborative school environment by renewing and expanding school practice of Responsive Classroom/Origins program that embodies the main philosophical ideal of the school, i.e., a Humanistic Approach to Learning. In 2012-2013 there will be 100% school wide implementation of Responsive Classroom/Origins community building in classrooms and across the school environment, as measured by classroom observation (Danielson Domain 2) and participation in Responsive Classroom School Wide Congress/Town Hall Meetings:*

- Responsive Classroom practice of Morning Meeting/Circle of Power and Respect will be implemented at the start of the school day in 100% of K-6 classrooms. The Morning Meeting will include structures for community building and collaborative learning as well as the creation and ongoing revision of students' Academic and Social Hopes and Dreams (Goals and Declarations).*
- In 100% of Academy classrooms, grades 7 & 8, students will participate in small group Advisory 3 times a week where community building and the creation of Academic and Social Goals and Declarations will be the initial focus.*
- Based in classroom rules building, students and faculty at all grades will participate in School Wide Congress and Town Hall Meetings, which will convene throughout the year. Together with Student Government and ARISTA, this venue will build school identity, reinforce commitment to the Golden Rule, and celebrate student achievement across curriculum, including the arts, sciences, technology and sports.*

### **Comprehensive needs assessment**

*Across grades in 2011-2012 the school saw the need to remedy acts of bullying and bring greater unity to an ever growing school community. To that end we have recommitted to our founding precepts of the Responsive Classroom by instituting school wide Town Hall Meetings led by student congress. The school wide rules developed through this process mirror and enforce classroom rules and support development of a cohesive school community.*

### **Instructional strategies/activities**

- The first six weeks of school in all K-8 classrooms will be used to establish classroom environments as communities of learners, promoting norms and routines, including the Golden Rule and Academic/Social goal setting.*
- To ensure that all teachers have a working understanding of and can implement Responsive Classroom/Origins, trained staff will incorporate RC practices and language into classroom practice and team planning. New teachers will work with mentors to plan for Morning Meeting and Advisory and will also participate in RC/Origins workshops.*
- Every class will have a Learning Buddy Class to fully integrate weekly opportunities for cross-age activities and learning*
- Provide Responsive Classroom and Origins professional development and mentoring for new staff.*
- Covey's 7 Habits Happy Kids/Effective Teens will be presented to faculty, students and community as integral to Responsive Classroom practice during professional meetings, advisory and classroom morning meetings/circle of power. The 7 Habits will support student organization and ownership of their learning, listening skills and ability to negotiate arguments with peers.*
- Implement Student Congress and Town Hall Meetings to facilitate creation of school wide rules based in precepts of Responsive Classroom and the Golden Rule.*
- Implement Student government, ARISTA, cross-grade buddy classes and school-wide literacy, arts and science projects, including LCI, Responsive Classroom/Origins, TCRWP, MITC and Greenhouse curriculum.*
- Develop a series of curriculum-based family workshops showing impact of Responsive Classroom approach to building school community as well as impact of*

*Common Core Standards in developing mathematics, literacy, social studies and science curricula.*

- *Morning Meeting/Circle of Power and Respect (K-6) and Advisory (7-8) is implemented at all grades and classrooms as evidenced by observation, checklists and class/student Schedules (Flow of Day)*
- *Classroom rules/Golden Rule are posted in all classrooms as evidenced by observation, learning walks and checklists*
- *Calendar of mentoring, professional development and faculty meetings supporting classroom community building and Responsive Classroom/Origins*
- *Inter-age class buddies established across grades K-8, as evidenced by Class Buddies chart and class schedules*
- *Calendar of Rules Congress and Town Hall Meetings*
- *Creation of MSC Song and School Wide Rules by January 2013.*

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

- ***Engage parents in support of their children's education:*** *Our first partners and collaborators are our families. The Manhattan School for Children was founded almost 20 years ago by families who wanted a child-centered, inclusive and constructivist school environment for their children. Since that time parents have been partners with their children's teachers in setting and attaining goals for children's growth, with the administration in establishing and setting goals for school and program growth, and with other families, in helping the school to support all our children. Families are currently involved in supporting student learning through curriculum events, workshops, family conferences and newsletters. Parents participate each month in celebrations of their children's learning and through these come to better understand academic benchmarks. Through SLT and PTA events families are aware of and involved in school partnerships with TCRWP, MITC, LCI, NYSunworks and the I-Zone360 Network that support student and teacher growth. Family committees plan for and support community building activities, grant writing and fund raising, arts and science programs and events, celebrations of learning, informative family workshops and outreach, and all-school communication through our MSC newsletter and MSCNet. The Friends of Manhattan School for Children is our not-for-profit organization, providing financial support to enable all children and all classes to have the tools and materials necessary to achieve their best, socially and academically. Our Executive Team and SLT meet regularly with school administration and staff to assess school needs and initiate plans to address those needs.*
- ***Share information with parents about the educational programs:*** *Families are made aware of the program and student progress through family nights and curriculum events, extensive family conferences and newsletters. Teachers and families maintain close communication about student progress toward meeting benchmark goals. Progress reports, school newsletters and letters and reports provided through the TCRWP AssessmentPro website together with student data provided through ARIS explicitly provide families with information about student progress toward meeting benchmarks and strategies to support their child's growth. Partnership in the I-Zone360 Network is inclusive of Desire to Learn Platform, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7 & 8) content area. A Common Core informative family workshop is being jointly planned by faculty and SLT for spring 2013.*
- ***Provide resources offered by the school to support student achievement and meaningful parent involvement:*** *Homework packets, letters provided through the TC website and student data provided through ARIS explicitly support parents by indicating student performance and recommending appropriate reading and writing experiences for their children at home. Currently students across grades K-5 are participating in an online learning program, Dreambox that supports student use of math models. This online program can be implemented at school or home and provides teacher and parents with timely information about student understanding.*

**Budget and resources alignment/ Service and program coordination**

- *Non-Title I*
  - *Select the fund source(s) that your school is using to support the instructional goal.*
- Fair Student Funding (Tax Levy), School Support Supplement, Legacy Teacher Supplement, Title IIA Supplemental, Contract for Excellence, Title I STH For Non-Title I Schools, CFN Support, Funds for Public Schools 19, NYSTL (libraries, textbooks, software), DYO Assessment, Data Specialist and human resources are used to implement this action plan to target at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:*
- *Professional instructional materials to support curriculum and professional development (teacher and paraprofessional) during the regular school day.*
  - *Consumable instructional materials for use during school day and extended day programs.*
  - *Teacher coverage to support curriculum and professional development during the regular school day.*
  - *Teacher per session for differentiated professional development, curriculum planning and Inquiry based in looking at student work.*

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

## 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.

- *Administration works closely with our network and with a number of Schools of Higher Education to identify student teacher candidates and teachers who are eligible to fill any vacancies. The school nurtures a number of student teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support probationary teachers.*
- *Professional development with Teachers College Reading and Writing Project, our ELA partner, Mathematics-in-the-City, our Math partner, IZone, Lincoln Center Institute, NYSunworks, the Sackler Foundation and other prestigious partnership organizations is ongoing for faculty.*
- *In developing plans for intervention and differentiated instruction, teachers in elementary grades are provided with access to online support through Readworks in Literacy, Dreambox in Mathematics, and, in the upper grades, online supports are provided through the I-Zone partnership.*
- *The school maintains a schedule and calendar of professional planning meetings for grade teams, vertical teams and inquiry, inclusive of common preps, a half-day Friday for professional development and meetings, and a 35-minute period for planning and Inquiry during extended day.*
- *Professional development based in the Danielson Framework began early in both the 2011-12 and 2012-2013 school years with grade team meetings, followed by teacher surveys reflecting on Domain 3, Instruction, and environmental checklists completed by teachers and reviewed by administrators based in establishing classroom environments conducive to teaching and learning (Domains 2 & 3). Grade team meetings with administrators and teacher goal setting are in progress based on the surveys.*
- *Using the Danielson Framework as our primary tool, administrators and teacher colleagues participating in cross-grade Inquiry will engage in cycles of low inference classroom visits to collect evidence of best practice across the school community and to offer constructive feedback that raised teachers practice and ensures greater consistency in instruction for students at all grade levels.*

## Manhattan School for Children Expectations and Responsibilities for Learning

Both adults and student members of our diverse school community benefit from understanding what is expected of them and what to expect from each other. Our children first experience hands-on lessons in social studies as they build classroom communities and learn about rights and responsibilities in school. Individual student's rights are protected, but students learn that their rights are balanced by expectations of respect and responsibility, and by social and academic purposes.

- Students have the right to work and learn.
- Students have the right to feel safe and to be glad that they are in school.
- Students have the right to be treated fairly and respectfully by adults and by their peers.

In order to protect these rights, we teach respect and responsibility at each grade level in age appropriate ways. Social and personal responsibilities are taught in classroom morning meetings; these values are also integrated into core curriculum study at each grade level. Students learn that their safety, education, and well-being are priorities and that they have a share in maintaining our Community of Learners. During September meetings, students take part in making rules and teachers facilitate thinking and understanding about the purpose and values upon which school rules are based. Throughout the year as the need arises, teachers and students revisit ways of cooperating to support learning in their classroom; class rules are posted to provide a concrete reference for these discussions.

Knowing that students may need direct guidance to succeed in following routines, teachers at MSC are committed to reminding and redirecting students before intervening with consequences. When intervention is necessary, teachers help students understand and verbalize which rules have been broken and support students in forming plans to follow rules in the future. Teachers will confer with family members to enlist their help in enforcing school rules and putting students' plans in place.

The Manhattan School for Children has evolved school-wide standards of conduct and interventions that aligns to the Board of Education Discipline Code. These expectations are meant to secure the safety and learning of all students as well as manage groups of students with fairness as they participate in their classrooms, in arts studios, gym, the playground, assemblies and all out-of-classroom activities, and as they travel through the halls and stairwells, or leave the building on field trips.

### **PRINCIPAL'S RESPONSIBILITIES**

*In order to contribute to a considerate, safe and effective school community the Principal, or designee, will:*

- Assure that all classrooms function as safe and healthy environments for learning.
- Foster an environment in which collaboration can thrive.
- Respond to family members with openness and fairness while protecting the privacy of families and staff.
- Provide timely information about student performance and conduct to families and staff.
- Conference with staff and the Pupil Personnel Team to plan for individual students' learning and social needs and mobilize the resources of the school and community to support children's growth and development, individually and in classes or groups.
- Intervene when there are patterns of student behavior that are not safe, disrupt learning, or otherwise infringe on school and city codes and standards of conduct.

- Conduct informal conferences with involved students, teachers and families to determine appropriate intervention strategies.
- Conduct Principal Suspension conferences, should they be warranted, according to the Board of Education Standards of Discipline.
- Facilitate the continuity and transition between the school day and school calendar year and extended day or extended year programs.

*The Principal is the instructional and administrative leader. As such the Principal is responsible for working with teachers to develop and implement curriculum and maintain a safe and orderly school environment. Ultimately, the Principal is responsible for making final decisions on matters of interpretation and appropriateness. The Principal will work with, coordinate and supervise faculty as together they build curriculum in a collaborative environment, to give every student the opportunity to succeed academically, socially and personally, and reach his or her potential.*

### **FACULTY RESPONSIBILITIES**

*To contribute to a considerate, safe and effective school, classroom and community, each teacher will:*

- Ensure that students have a supportive environment in which to work, learn, explore and play.
- Model listening, language and behavior for students, and assist students in working through feelings and solving problems.
- Do whatever is reasonable and possible to help students succeed, individually and as a group.
- Be prepared to begin class on time and have materials and lessons ready in advance.
- Across grades K-6, begin each school day with a morning meeting or Circle of Power and Respect, to bring the class community together and inform students about the routines, schedule and expectations of the day. Academy advisory will include discussion of developing points of view and responsible citizenship
- Support and uphold the established rules of conduct and standards of the classroom, school and Citywide communities.
- Provide students with the learning materials they need and ensure that materials are accessible and clearly labeled in the classroom.
- Provide job charts and other structures for students to maintain a working classroom community.
- Maintain a clean, orderly classroom and model the proper use and care of books and materials.
- Strive for the highest standards of excellence for all students and provide the necessary scaffolding and support to help students with varied learning needs succeed, individually and as a group.
- Set clear expectations for assignments (due dates, outlines, rubrics, etc.) and guide students in organizing notebooks, binders and school planners.
- Provide families with opportunities to share in learning of the classroom and school communities.
- Protect the privacy of students, families and colleagues.
- Share information about any health concerns or issues of safety and well being with the Principal and appropriate guidance counselors or school personnel.
- Maintain regular contact with families and follow through on family initiated contacts. Communicate to families when issues arise concerning their child's academic and social progress and performance.
- Maintain anecdotal records and conference notes on students, particularly students whose social and/or academic performance indicates patterns that require interventions.

- Follow through on intervention strategies as outlined with family members, the student, guidance or learning specialists, Pupil Personnel Team and administrators.
- Attend staff and professional development meetings. Plan and collaborate with grade teams, learning and arts specialists and other colleagues.

*Teachers are empowered to maintain a safe, respectful and supportive atmosphere in their classrooms. If at any time a teacher determines that a conference with a family member might conflict with these objectives, the teacher has the responsibility to inform the Principal and other appropriate school support personnel.*

### **FAMILIES' RESPONSIBILITIES**

**School and Classroom:** *To contribute to a considerate, safe and effective school community, each family member will:*

- Be familiar with the educational philosophies that guide the MSC curriculum and routines.
- Support teaching methods developed or adopted by MSC teachers to bring that curriculum to life.
- Support the established rules of conduct of our school and classroom communities.
- Provide the school with up-to-date, accurate and complete family contact information.
- Maintain regular contact with teachers and follow through on teacher-initiated communications.
- Inform teachers, the Principal, or appropriate staff of relevant health information, changes in a child's schedule, or issues of safety or well-being that might impact on their child's learning.
- Keep any child with a communicable health condition (lice, ring-worm, conjunctivitis, flu, etc.) at home until a doctor or nurse permits the child to return to school.
- Ensure that students maintain good attendance and arrive at school on time. Notify the school when your child is absent.
- Ensure that students are well prepared for each school day, including proper rest and nutrition, appropriate clothing, and necessary supplies.
- Ensure that students are ready to commence the school activities upon arrival. Help young children settle into their classrooms.
- On grades K-5, wait with your child in the hallway, if late for morning meeting until the teacher signals to enter.
- Ensure that students on grades K-5 are picked-up promptly at dismissal time.
- Inform teachers in writing of the adults (or after-school program personnel) responsible for picking-up or dropping-off your child at school and also of any changes in this routine.
- Support the completion of daily homework and long-term assignments, and provide time for student reading each night.
- Participate as fully as possible in classroom and MSC community events.
- Keep violence out of the school by not allowing students to bring violent toys, comics or other materials to school. (A basic school rule: Toys stay home.)
- Treat all students, teachers, and other staff with honesty and respect.
- Respect the privacy and integrity of other families, teachers and staff by choosing the appropriate times and places for discussions of concerns over classroom matters. Those discussions should not involve students. (MSC staff cannot discuss issues relevant to another student or family.)

- Where confusion exists, bring questions, concerns and issues directly to the attention of the administration to maintain clear communications for all concerned and avoid rumors.

*Families acknowledge that the Principal and the teachers establish curriculum and teaching methods. Respectful suggestions for the enhancement of classroom curriculum and parent initiated projects are welcome, but they will be approved and implemented at the discretion of the teaching staff.*

**Field Trips:** *To support teachers and students on field trips, family volunteers will:*

- Support teachers' decisions regarding travel arrangements and safety issues.
- Arrange for childcare for infants and toddlers in order to remain focused on students in the class and in the family member's group. Parents are asked not to bring siblings on school trips.
- Inform the classroom teachers of their availability as soon as possible.
- Treat all students in the class, including their own, fairly and equally and consult with the classroom teacher should there be any questions about trip routines or procedures.

**School Events:** *To create a strong sense of community and ensure the safety of all students at events held after the regular school day, each family member will:*

- Remain with their children and be responsible for their own children's behavior and safety during school community events and activities held after the regular school day.
- Be responsible for reminding their children of school codes of behavior and conduct expectations.
- Be responsible for registering for PTA childcare when it is offered during PTA events and meetings. (PTA sponsored child-care personnel will be responsible for all registered children under their care from drop-off to pick-up.)

## **STUDENTS' RESPONSIBILITIES**

**Personal Responsibilities:** *To contribute to a considerate, safe and effective school community, each student will:*

- Follow the Golden Rule (Treat others as s/he would like to be treated), MSC school wide rules, and classroom rules. Show courtesy, politeness and respect to other students and adults in the building.
- Share feelings and try to understand how other people feel. Use appropriate language to share feelings and/or resolve conflicts.
- Learn to become aware of his/her own space as s/he moves through the building and respect the space and property of others who share this school building.
- Be responsible for personal care (wash hands, respect privacy in the bathrooms, flush toilets, use tissues to blow noses, cover coughs, clean up spills, clean up after eating, etc.).
- Dress appropriately for school. (Appropriate skirt lengths and covered midriffs. sneakers worn for gym, etc. Baseball caps are the only permitted headwear, but must be removed on request.)

**Classroom and Learning Responsibilities:** *To maintain an environment in which everyone is prepared and able to learn every day in a safe, respectful, and cooperative way, each student will:*

- Follow all classroom rules and routines, especially the Golden Rule.
- Be responsible for his/her own property and respectful of the property of others, including school or classroom property, books and materials.
- Arrive in the classroom on time. (Each Academy student will put his/her coat and belongings in his/her lockers before going to first period classes.)

- If a student is late for morning meeting, wait quietly in the hallway until the meeting there is a break in the meeting and enter the room quietly when the teacher or classmate signals.
- Come to class prepared and ready to work, with pencil, pen, notebooks, and all other necessary books and learning materials.
- At dismissal, say good-bye to the classroom teacher and (on grades K-5) let the teacher know that s/he is leaving with the appropriate adult.
- Keep classrooms clean: especially clean up eating areas (snack/lunch) and clean up after projects.
- Be responsible for completing and turning in homework and assignments to the best of his/her ability and for bringing questions about the work to the attention of the classroom teacher at the appropriate time.
- Read each night and keep independent reading books in a Ziploc plastic bag to travel from home to school. Maintain an independent reading log or journal.
- Raise his/her hand during class meetings, lessons or discussions and wait to be called on. A school-wide rule is: NO CALLING OUT AND NO STOPPING THE LEARNING!

***Building Responsibilities:*** To maintain a safe, healthy and respectful school environment, each student will:

- Respect and follow the directions of adults in charge. Ask permission to leave the class, studio, gym cafeteria or auditorium, and let the teacher or adult in charge know where you are at all times.
- Respect the rules of any “special” class or program (modules, art studio, drama, Dalcroze or music, Lincoln Center, gym, playground, lunch, etc.).
- Be responsible for not bringing violence into the school, including violent toys, cards or reading materials.
- Behave in a way that is not hurtful to others, either physically or verbally.
- Resolve conflicts in non-violent ways (talk with other students involved in the conflict, tell an adult in charge, walk away).
- Line up in an orderly and safe way.
- Use a quiet indoor voice when in the building.
- Walk quietly and safely throughout the building, when with the class or alone.
- Run only during designated gym, dance or recess activities.
- Unless a teacher for a class project or activity requests them, keep toys and athletic equipment (balls, skate boards, scooters, skates, etc.) at home.

***Field Trip Responsibilities:*** To ensure that trips are safe, pleasant and meaningful experiences, each student will:

- Listen for and follow the directions of teachers, teaching artists, guides and parent chaperones.
- Be responsible for behavior on public transportation. Stay with the class. Speak softly, be polite, sit down or hold onto a handrail.
- Show respect and good manners to the people and places being visited.

***Playground and Yard Responsibilities:*** To maintain a happy and safe play environment, each student will:

- Respect, listen to and follow directions of adults in charge (teachers, student teachers, aides, and parent volunteers) at all times.
- Remain in the supervised and visible play area at all times.
- Use only play and sports equipment that has been provided by the school.

- Share equipment and respect each other’s space and right to play.
- Use play equipment safely, (e.g. use ropes for jumping, and go down slides one child at a time.)
- Play safely without running through other students’ play areas, yelling, pulling on other students’ clothes, treating other students roughly, or throwing objects in an unsafe manner,
- Play only teacher led “tag” or “dodge-ball” games. (Chasing games are not permitted.)
- Resolve playground conflicts in non-violent ways (talk it over, tell an adult, walk away).
- Return play ground equipment (balls, jump ropes, etc.) when the whistle is blown.
- Line up quietly with your class when the end-of-recess whistle is blown.

***MSC Cafe/Lunch Responsibilities: To maintain a happy, safe environment, each student will:***

- Respect, listen to and follow directions of adults in charge (MSC staff and cafeteria workers).
- Move through the lunch line in an orderly and respectful manner. Walk in the cafeteria.
- Choose a table where s/he can enjoy conversation with friends and remain at that table.
- Use a quiet indoor voice when talking with friends at the table.
- Ask for permission to leave the cafeteria. (Students may not leave the basement during lunch.)
- Be respectful of food and environment. (Do not throw or otherwise waste food.)
- Clean up table area, stack chairs and dispose of trash properly at the end of the lunch period.
- Line up quickly and quietly when asked to do so.
- Each Academy student who is leaving the building for lunch will carry his/her MSC student ID and will return for afternoon classes on time.

### **INTERVENTIONS AND CONSEQUENCES**

*Depending on the situation teachers and administrators may use one or more of the following strategies:*

- The teacher reminds the student of the rule and redirects or gives the student a warning.
- The teacher will set a conditional or fixed-interval time-out. In a conditional time-out, the teacher asks the student to leave the group until s/he is ready to come back. When the student returns, the teacher asks, “Are you ready? What do you need to do to come back?”
- In a fixed-interval time-out, the teacher asks the student to leave the group for a fixed amount of time. The student may continue to do his/her work in a separate area of the classroom.
- Depending on grade, the student should write about the behavior that led to the time-out. This may take place at the time of the incident. This writing helps the student to review the situation that led to the time-out, make a plan and prepare to talk with the teacher and also helps the teacher assess the student’s understanding of the situation. There is a two-way conference with the student and teacher. A plan is agreed to for resolving the problem.
- After two such events, a copy of the student’s anecdotal and plan may be sent home for family members to read, discuss with the child, and sign. The teacher will contact family members at this time to enlist support for the child’s intervention.
- The teacher will make necessary adjustments in the classroom, provide positive reinforcement, redirect the student, help the student to preview and think through situations, and remind the student of the classroom

rules and the plan they put in place together. The teacher will also maintain contact with the family, relaying positive as well as any negative classroom behaviors.

- The teacher must complete the *Student Removal Form* when the student is so disruptive that he/she must be removed from class. This form is to be submitted to the office no later than the end of the school day on which the disruption occurred.
- There is a three-way conference with the family, student and teacher. The behavior report(s) and individual plan(s) are reviewed and a plan is made for resolving the problem, which includes at-home interventions and communications between the family and teacher. Where appropriate, the student may be referred to the school Pupil Personnel Team to consider evaluation for counseling, and/or other services.
- Teacher fills out a *Student Removal Form*. The Principal or designee conducts a four-way conference with the family, student and teacher, enabling student and family to hear the teacher's account of the incident and present their explanation of the event(s). Guidance or school support personnel may be asked to participate. Participants identify further intervention strategies and the Principal determines when and how the student will be returned to class.
- Depending on the situation and the child's age and previous conduct, the Principal may initiate an In-house or Principal's or Superintendent's Suspension as per guidelines set forth in the *City-wide Standards of Disciplinary and Intervention Measures* (Discipline Code). Families and student will be notified and the given an opportunity to respond during a suspension conference.

**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>Debra Maldonado</b>	District <b>3</b>	Borough <b>Manhattan</b>	School Number <b>333</b>
School Name <b>Manhattan School for Children</b>			

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

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

## Part II: ELL Identification Process

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

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

#### Part II: ELL Identification Process

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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</b>														0
<b>Push-In</b>	1	1	1	0	1	1	1	1	0					7
<b>Total</b>	1	1	1	0	1	1	1	1	0	0	0	0	0	7

### B. ELL Years of Service and Programs

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

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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
<b>TOTAL</b>	<b>0</b>																			

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: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2				3		3						10
Chinese	1						1							2
Russian					1									1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other	1		2				1							4
<b>TOTAL</b>	4	3	2	0	1	3	2	3	0	0	0	0	0	18

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

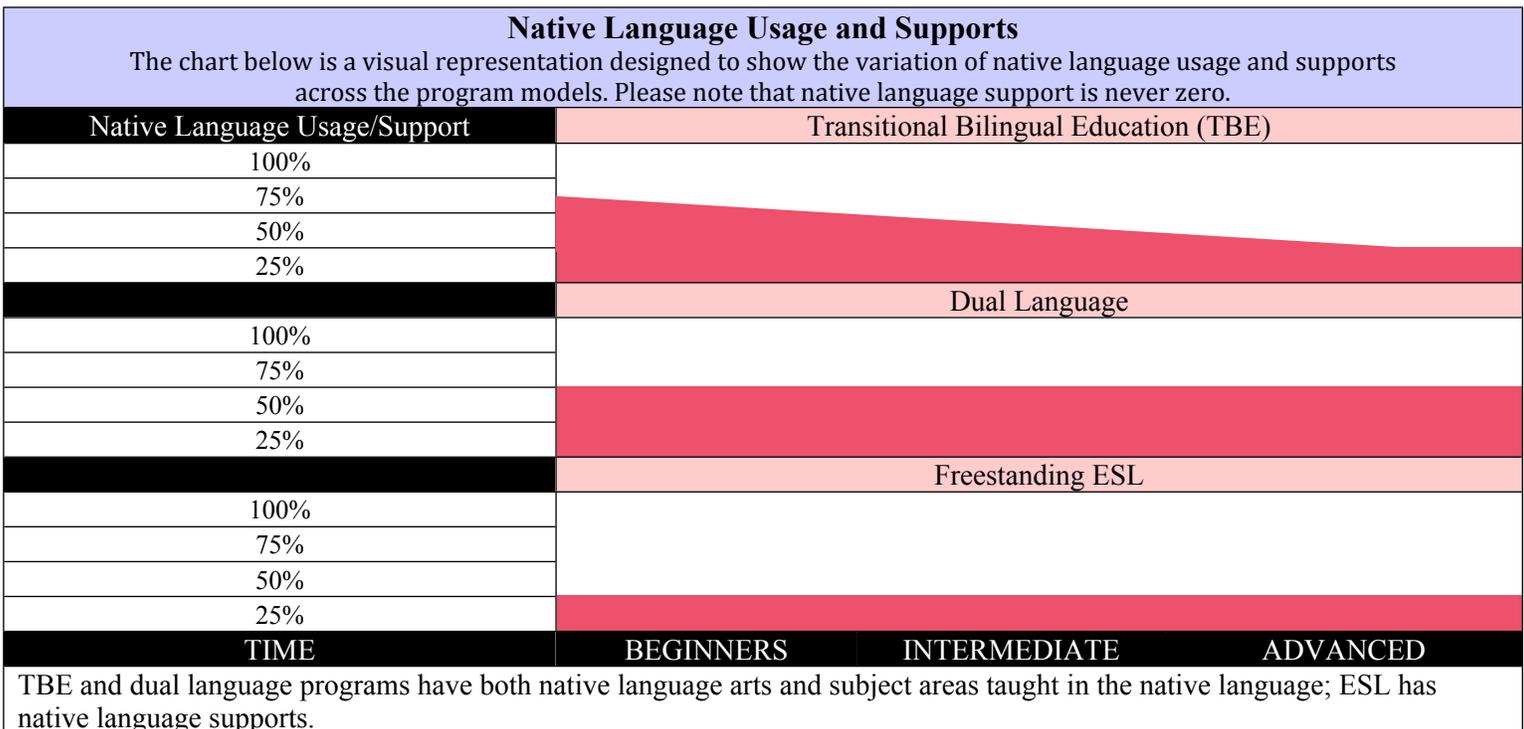
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	na		na	na
Social Studies:	na		na	na
Math:	na		na	na

Science:	na
na	na

na	na

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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. Our school offers targeted intervention for ELLs in ELA, math, and content areas during our extended day period, Monday through Wednesday. The language of instruction is English. Additionally, our AIS teacher, Wendy Smith, provides support in the area of reading. Depending on assessment of student needs, intervention programs include Reading Rescue and Foundations (ELA in primary grades) Readworks, Foundations, Achieve 3000, TCRWP Literacy program and Words Their Way (Literacy and Content Area Literacy in Science and Social Studies); Dreambox and Math in the City (mathematics).

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

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

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

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

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

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

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

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

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

## **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

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

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

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

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

#### **E. Parental Involvement**

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3													3
Intermediate(I)		2				1	1	1						5
Advanced (A)	1	1	2		1	2	1	2						10
Total	4	3	2	0	1	3	2	3	0	0	0	0	0	18

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		2			1	6
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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. To assess the early literacy skills of ELLs, our school uses TCRWP. The data provides insights about each student's level of literacy in English. For example, the spelling inventory can be analyzed to assess students' word knowledge and to plan word study and reading instruction. Not only do students' spelling errors indicate their spelling ability, the spelling assessments also reveal what students know about the structure of words, as well as knowledge that they use when they read as well as spell. Word study instruction in phonics, vocabulary, and spelling is based in large part on what is learned in these inventories.

2. Across the grade and proficiency levels, the reading and writing modalities pose the greatest challenge to our students. One noticeable pattern is that students scored higher on reading and listening (receptive skills), than on writing and speaking (productive skills). Additionally, those students who have been in the U.S. longer and thus have acquired BICS, performed better on speaking and listening. There is a high correlation between the number of students who receive special learning services and those that receive ESL. The majority of those students are long-term ELLs, which raises the question of whether or not the NYSESLAT exam (which currently is the only measure that determines the ELL-status of students), is truly a valid measure for students with learning needs. In the 7th and 8th grade alone, three out of seven ELLs have IEPs and one is currently being referred for a new learning plan. Regarding the LAB-R, we notice that students who place at the beginner level tend to be either newcomer or a students with little exposure to literacy in either language - the home language or English.

3. A thorough examination of the patterns across the four modalities allows teachers to provide more support in areas where students did not perform as well. We notice a large percentage of students who achieve proficiency in Listening and Speaking, but not in Reading and Writing, therefore we emphasize reading and writing in our instruction; we also provide additional support to these students during our extended day program. The patterns reveal what should be emphasized in instruction. For example, there are several students at the advanced level in all four modalities. Instruction for these students will focus on what is needed to bring them to proficiency. For beginning students, we examine the modalities that are most challenging to them, and plan instruction accordingly.

4a. In our current data, one student took tests in the native language, the fourth grade science and math tests. That student, a newcomer, received a 4 on the science and a 3 on the math. This data reveals that the student, as a newcomer, has a greater command of content area knowledge in the native language. Student results are a place from which the ESL teacher draws data to drive instruction. Students who have had similar results across assessments in spite of the data-driven instruction imparted by ESL teachers may have learning needs that are not being satisfied in the configuration in which instruction has been carried out to them. The individual learning needs of these students are investigated by ESL teachers in combination with literacy teachers to identify potential learning needs. This is often the case for ELLs who have completed six or more years of services.

4b. n/a MSC is a DYO school and as such DYO literacy assessments are administered as part of the Teachers College Reading and Writing periodic assessment. All students participate in this comprehensive assessment. ELL Periodic Assessments are not given at our school.

DYO assessment data is maintained through the RWP assessmentpro data system and analyzed systematically with administration at ESL, IEP and intervention teachers as well as with grade and inquiry teams.

4c. A large percentage of ELLs achieve proficiency in Listening and Speaking. The DYO targets reading accuracy, vocabulary and fluency as well as written and oral retelling and provides specific information about each child's vocabulary development and access to prior knowledge in reading.

5. n/a

6. We evaluate the success of our program for ELLs based on NYSESLAT results and students' ability to be successful in academic classes; we consider the degree to which students become independent and self-regulated learners through their increasing command over a variety of strategies. This data combined with state exam results, give a picture of the whole child.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ben Soccodato	Network Leader		
Luis Quan	Other <u>ELL Achievement</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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