Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: NEW EXPLORATIONS INTO SCIENCE TECHNOLOGY MATH (NEST+M)

DBN: 01M539

PRINCIPAL: OLGA LIVANIS **EMAIL:** OLIVANI@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

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
Dr. Olga Livanis	*Principal or Designee	Signature on file
Robert Curry Smithson	*UFT Chapter Leader or Designee	Signature on file
Michelle Buffington	*PA/PTA President or Designated Co-President	Signature on file
	DC 37 Representative, if applicable	
Clarke Briggs Ross Powers	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	Signatures on file
	CBO Representative, if applicable	
Nicholas Patrello	Member/Assistant Principal	Signature on file
Teresa Case	Member/Parent	Signature on file
Wendy Diller	Member/Parent	Signature on file
Susan Townes	Member/Parent	Signature on file
Katy Stokes	Member/Parent	Signature on file
Matthew Levey	Member/Parent	Signature on file
Joanne Ristau	Member/Teacher	Signature on file
Jillian Fletcher	Member/Teacher	Signature on file
Jennifer Wilen	Member/Teacher	Signature on file

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- To create a more positive working environment by continuing to engage school faculty and administration in attaining skills in communicating effectively and responsibly with each other.

Comprehensive needs assessment

- The need is for NEST+m to improve the level to which teachers respond to the Learning Environment Survey, specifically in the area of communication.

Instructional strategies/activities

a) Provide Professional Development in and about communication to both teachers and administrators at an agreed time. This PD series will take place on a six to eight week interval and will be facilitated by Morningside Center.
b) Survey Monkey will be utilized to create similar questions as the Learning Environment Survey to ascertain change in January 2013, March 2013 and May 2013. (Session I of this PD was held on 11/5/12, 40% of teachers and 100% of school administration attended this session.)
c) Exact questions from Learning Environment Survey will be used in the Survey Monkey and a text box will be provided for teachers to write in any specific details.

Strategies to increase parental involvement

- N/A

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

__X__ Tax Levy _____ Title I _____ Title IIA _____ Title III __X__ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Money to fund this Professional Development series will be provided by a grant from the PTA and tax levy monies.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- To improve the effectiveness of the SLT by increasing time on the central task in creating CEP goals.

Comprehensive needs assessment

- The primary function of the SLT is to coordinate and facilitate the development of current CEP goals.

Instructional strategies/activities

a) Developing the process/protocol to move items to the floor for discussion will be placed by the administration as an agenda item for the February 2013 meeting for consideration by the SLT.

b) Assistant Principal Alfieri will present to the SLT four examples of protocols, namely *Goal Setting Protocol, Considering Evidence Protocol, The Feedback Carousel, and Individual Monthly Action Plan (I-MAP)* from the National School Reform Faculty at Harmony Education Center.

c) Any agenda item not central or peripheral to the creation of CEP goals will be answered by Principal Livanis and Assistant Principal Patrello prior to each SLT meeting and distributed to each member at the meeting. (This was effectively accomplished at the 11/20/12 meeting).

d) This action plan will be reflected in all subsequent meeting minutes.

Strategies to increase parental involvement

To inform the parent body via Daedalus (School communication system with parents/guardians) in order to raise parent interest to participate and /or observe in future SLT meetings.

Budget and resources alignment

N/A

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

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

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

If other is selected describe here:

Service and program coordination

- No additional funding is necessary.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- The passing rate of Regents exams in Chemistry and Algebra 2/Trigonometry is at 86% and 63% respectively. The goal is to increase the passing rate by a minimum of 3% for each.

Comprehensive needs assessment

- The passing rate of Regents exams in seven out of nine Regents courses is greater than 95%. The passing rate of Regents exams in both Chemistry and Algebra 2/Trigonometry is far below the other seven.

Instructional strategies/activities

a) Administrators will document classroom instructional practice utilizing the *Framework for Teaching* to verify that differentiation, real-life applications, 3-D teaching models and other classroom practices are observable which foster knowledge building.

b) Teachers will implement, address, and track daily exit-tickets and administer no less than two 3-minute quizzes weekly.

c) Additional assessments that will give the teacher further information are the 2013 January mid-year Final and the Diagnostic, an internally designed assessment tool, administered mid semester to ascertain teacher efficacy and student progress

d) Teachers and Assistant Principal Falzone, along with Principal Livanis, will compare results of the Fall to the two Spring Diagnostics and the January Final to ascertain student progress and teacher instruction to meet student needs. The 20 lowest performing students, 10 from Chemistry and 10 from Algebra 2/Trigonometry will be placed in our on-line learning system to help augment their Chemistry and Math skills.

Strategies to increase parental involvement

- Teachers will be encouraged to increase their communication as to their progress by Assistant Principal Falzone.

Budget and resources alignment

N/A

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

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

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

If other is selected describe here:

Service and program coordination

- No additional funding is necessary.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Attain a 3% gain in the average student proficiency in both Math and English Language Arts (ELA) New York State Exams in grades 4 through 8.

Comprehensive needs assessment

- NEST+m has already aligned two units of study in Math and ELA to the CCLS in grades K – 12 and its teachers have utilized the protocol as outlined in the *Constructivist Tuning Protocol* (Critical Friends Group) and *Consultancy Adapted for Examining Student Work* to identify student work that exemplifies the standards. The next step is to continue to utilize classroom observations and a variety of assessments to improve on the average student proficiency in Math and ELA.

Instructional strategies/activities

a) Assistant Principals will continue to document classroom instructional practices utilizing the *Framework for Teaching* model to verify that differentiation of instructional, accountable talk by students and other classroom practices that foster knowledge building are aligned with the CCLS for students are in practice.

b) Continue to utilize Acuity to drive instruction, assess student progress and instructional needs and the Diagnostic, an internally designed assessment tool administered to grades 6 – 8 in December and twice in the Spring term to ascertain teacher efficacy and student progress.

c) Teachers and school administration will compare results of the Fall and the two Spring Diagnostics to ascertain student progress and teacher instructional practices to meet student needs.

Strategies to increase parental involvement

- Dissemination of Acuity scores to families.
- Teachers will be encouraged to increase their communication as to their progress by Assistant Principals Patrello and Alfieri.

Budget and resources alignment

N/A

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

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

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

If other is selected describe here:

Service and program coordination

- No additional funding is necessary.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- N/A

Comprehensive needs assessment

-

Instructional strategies/activities

a)

Strategies to increase parental involvement

-

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

-

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) K - 5	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 (30 students)	• Wilson Fundations • Great Leaps	Small Group	During the school day
Mathematics (20 students)	• Singapore Math	Small Group	During the school day
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	• Self-esteem group • Frustration tolerance groups • One-on-one behavior modification	Small Group	During the School day

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) 6 – 12	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 (5 students)	• AIS with SETSS Teacher	One-on-one Small group	During the school day
Mathematics (10 students)	• AIS with SETSS Teacher	One-on-one Small group	During the school day
Science (2 students)	• AIS with SETSS Teacher	One-on-one Small group	During the school day
Social Studies (2 Students)	• AIS with SETSS Teacher	One-on-one Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	• Transition to HS group • Individual counseling • Peer mediation	Small group Individual Classroom guidance lessons	During the school day

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.

As a K-12 school, we strive to prove targeted professional development to all our teachers- from supporting conferences in their discipline to a variety of PD opportunities. All teachers at NEST+m attend various Professional Development workshops held in and out of school throughout the school year. Specifically, in the Lower School, teachers have participated in workshops in how to effectively align current curricula to the Common Core State Standards, how to use math manipulatives and other tactile objects to deepen student understanding of various mathematical concepts, Essential Elements of Instruction, and how to incorporate FOSS Science experiments into the curriculum in a rigorous and engaging way. Teachers in the arts (K – 12) have also participated in workshops. For example, Lower School Art teacher is attending a workshop series called “The Art of Teaching Visual Arts: Tools and Techniques for the Classroom and the Studio” in which participants learn and discuss ways to bridge museum education into the classroom. In addition P.E. teachers have attended workshops in which participants learned about and /or review the fundamentals of effective physical education instruction, and learned a wide variety of specific, creative strategies for conducting physical education instruction and health related fitness assessment, regardless of available space. Other PD that our teachers have participated have been National common Core, Singapore Math, Performance-based Assessment, Differentiation in instruction, Danielson Framework for Teaching, common planning time, and inter-classroom visitation.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2011-12

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader 201	District 01	Borough Manhattan	School Number 539
School Name NEST+m			

B. Language Allocation Policy Team Composition ⓘ

Principal Dr. Olga Livanis	Assistant Principal Justin Mackey
Coach type here	Coach type here
ESL Teacher Jianlan Zhao, ESL Coordinator	Guidance Counselor Melissa Chen
Teacher/Subject Area Teresa Bruno, ESL & French	Parent Ellen Whirley
Teacher/Subject Area type here	Parent Coordinator Marcy Rios - Duran
Related Service Provider type here	Other type here
Network Leader Joseph Zaza	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	10
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1668	Total Number of ELLs	5	ELLs as share of total student population (%)	0.30%

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.

At NEST+m, we currently follow all city and state guidelines for the identification of ELLs. As a city-wide school for the gifted and talented, students enter the school at Kindergarten, Grade 6 and Grade 9. The HLIS is administered at the Department of Education Admissions, then entered into ATS for our information. To identify students who may potentially be ELLs, the school must check the Home Language Status in ATS. Using the RLER, LAB-R eligibility function, we can determine students who need LAB-R testing. At this time, we can also determine students who may have indicated the wrong home language in error and can correct this for their family in ATS. The ESL Coordinatory checks the RLER report daily and schedules LAB-R Testing. The LAB-R is administered by ESL coordinator Ms. Zhao, within the first 10 days of admittance. The 10-day requirement is for the placement, including testing. The LAB-R is graded by Ms. Zhao and the ELL status of the student is determined by that score. When testing is completed, students are scheduled for ESL services, if necessary. Upon scheduled return dates, the LAB-R is sent to the Borough Assessment Office.

The NYSESLAT is administered in the Spring to all eligible ESL students. The NYSESLAT is scheduled by the ESL Coordinator and administered by the ESL teachers on staff. All current staff is trained in administration of the exam by the ESL Coordinator and by DOE provided professional development.

Parents are an integral part of our school community. Parent outreach includes an active PTA with various events and Coffee Hours with the Principal monthly for Lower School, Middle School and Upper School. These meetings also serve as a time to communicate with parents about their child's eligibility for services and program choices. Program models presented first; parent selection next. Then, they are informed about school's program and their options. After LAB-R Testing, the families of eligible students are sent entitlement letters, Parent Survey and Program Selection forms in both English and their home language. These forms are modeled on the DOE forms available from the office of ELLs. Currently at our school, we only offer Freestanding ESL services. The letter and Program Selection form informs parents that at our school Freestanding ESL is the only option, but that their child is entitled to Bilingual Education and may find such programs and other schools. These forms are returned by the parent to the school office, in person or by mail. The ESL Coordinator ensures that the forms have been returned and contacts parents regarding any forms that have not yet been returned. The parent survey and Program Selection Forms are stored in a secure place in school. To aide in communication with parents in their native language, we utilize our many bilingual staff members as well as the DOE Language and Interpretation Unit.

Parent Survey and Program Selection forms are reviewed annually. Parents consistently select Free Standing ESL. Considering this choice and our small population of ELLs, our program model remains Freestanding ESL.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☒ 7☒ 8☒ 9☒ 10☒ 11☒ 12☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1				1
Push-In	1	1												2
Total	1	1	0	0	0	0	0	0	0	1	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	**Newcomers (ELLs receiving service 0-3 years)**	5	**Special Education**	0
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	5									5
Total	5	0	0	0	0	0	0	0	0	5
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs)
K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)
9-12

Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

NEST+m is a K-12 school serving English Proficient students at all grade levels. We do not currently have ELLs at each grade level. There are 3 grade levels with ELL students : Kindergarten, First Grade and 12th Grade. Services for our 3 ELL students are effectively rendered during one daily, free standing ESL course as well as Push In/Co-teaching by one of our certified ESL teachers. With respect to the mixed language backgrounds of students and their high proficiency level, the most appropriate model is English Only instruction in the Free Standing ESL class. Instruction is delivered using the whole language approach and workshop model. Students are exposed to comprehensive input, both oral and text, and workshop to produce language responses, both oral and in writing.

Our staff is organized and scheduled to teach these programs. The ESL Coordinator monitors the hours of instruction needed per NYS CR Park 154 based on the LABR and/or NYSESLAT proficiency of the student, and the AP Organization, Mr. Rosoff, programs the teachers and students' schedules for instruction. This is one example of differentiated instruction for our subgroups. The early childhood subgroup (K and 1st grade) are instructed together and our 12th grader received individual instruction and small group instruction with other former ELLs. The ESL teachers differentiate each lesson to meet the individual needs of the learner, as well as the language standards. To support our ELLs and other students in their language acquisition, we offer a variety of foreign languages K-12; in lower school grades K-5, we offer Mandarin, in middle school grades 6-8, we offer French, Spanish, and Mandarin, and in high school, grades 9-12, we offer French, Spanish, Mandarin, German, and Latin. Although our current eligible ELL population is small, a total of 0.19% of the total student population, the student body is comprised of many ELLs formerly receiving services or for whom English is not a first language. These students are supported through AIS programs as well as during the scheduled 9th period English support class for High School ELLs (1 student) and former ELLs. The AP Organization and Testing Coordinator ensures that eligible students receive testing accomodations for standardized exams.

Courses Taught in Languages Other than English

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

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

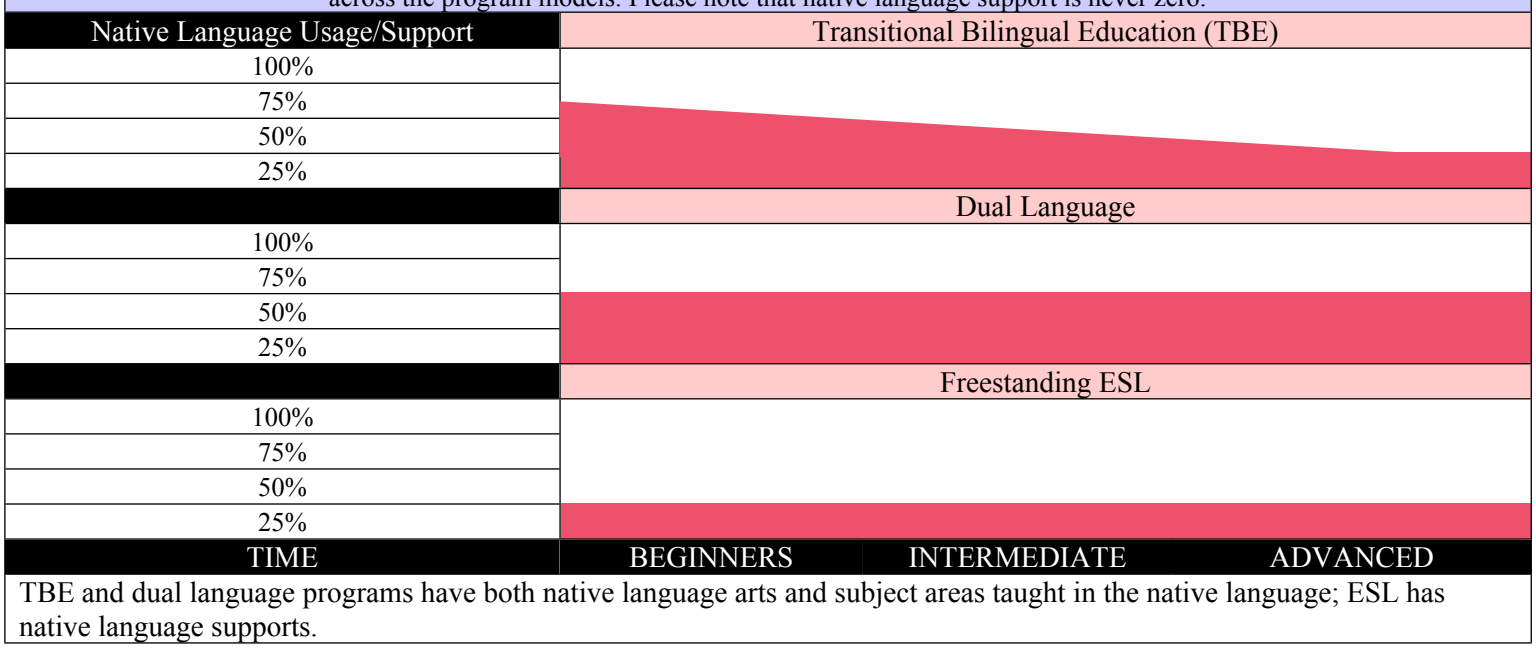
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Support through ESL services mentioned above continues until the student achieves proficiency on the NYSESLAT. Currently, 1 of our students have received more than 2 year of services,With respect to the NYSESLAT Modalities, this student tested proficient in Reading and Writing, while needing work on Listening and Speaking. Based on her strengths and weaknesses, the ESL teacher differentiates instruction and assisgnments for the need of this student. Newly enrolled ELLs are identified after testing and supporting with Freestanding ESL services. To support our ELLs and other students in their language acquisition, we offer a variety of foreign languages K-12; in lower school grades K-5, we offer Mandarin, in middle school grades 6-8, we offer French, Spanish, and Mandarin, and in high school, grades 9-12, we offer French, Spanish, Mandarin, German, and Latin.

Due to the roughly equal proficiency of the ELLs at NEST+m, a homogenous mixing of students is most appropriate within the Freestanding ESL class. In said class, students are challenged to engage with new or difficult grammatical concepts presented first in isolation and then in the context of a topic meant to improve students' academic vocabulary, written and conversational accuracy, and reading comprehension. For example, high school and middle school students learn about the subjunctive tense, identify how it's used in the famous Broadway song "If I Were A Rich Man", have an informal brainstorming session with classmates about what they would do were they rich, re-interpret "If I Were A Rich Man" with their own lyrics, and perform it for the class. At the kindergarten level, the teacher cooperates with and supplements the mainstream curriculum as much as possible. So, while all the kindergartners learn about body parts, the ESL teacher uses body parts to enforce and practice the recognition and correct use of prepositions. Grammar concepts covered in the middle school and high school ESL using this methodology include sentence structures and making better combinations of phrases, clauses, and sentences; when and how to use the passive voice; what past and present participles are and how to use them as adjectives; self-editing skills and how to use Microsoft Word to improve one's grammar; and using inferential skills to understand the parts of speech and use of difficult vocabulary or idiomatic expressions. Kindergartners will practice prepositions, ordinals, Dolch sight words, verb conjugations, comparisons, and story telling skills.

ELLs at NEST+m are fully immersed in English in their other classes. The ESL teacher conferences individually with each ELL's content area teachers to identify any concerns the teacher may have noticed the student having. Content area teachers will also be expected to periodically conference about their lesson plans and units to ensure the presentation of information is accessible to advanced ELLs. Additionally, content area teachers are asked to contact the ESL teacher or the ELL's counselor if their grade falls below average for the class in order to plan an appropriate intervention. While explicit native language support is unfeasible for such a diverse population of ELLs, the ESL teacher will draw on the expertise and communication skills of the wide array of foreign language speaking faculty at NEST+m if need be.

The majority of materials used in the ESL program at NEST+m are created by the ESL teacher and draw on the research Linda L. Kunz, expert of x-word grammar and sector analysis, Robert J. Marzano, vocabulary acquisition scholar, and the English as a second language textbook series produced by Heinle publishing as well as Betty Azar. All of these resources establish and build on a foundation for fluent communication, extending grammatical, lexical, and functional skills. Many of these resources contain color photographs and illustrations to facilitate the teaching of new vocabulary. We also utilize the Audio CDs and DVDs for Listening Activities as well as articles and fictional texts.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

School staff benefits from ongoing communication with the ESL teachers regarding the language development of the students. The ESL teachers support staff in their approach with ESL students, making the transition to our school from other schools and grade levels a valuable learning experience. In addition to meetings and discussion at each grade level, the staff receives monthly professional development. Each PD session includes scaffolding and possible modifications for ELLs. Faculty is also encouraged to attend DOE administered professional development where applicable in the content area.

E. Parental Involvement

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

Parents are an integral part of our school community. Parent outreach includes an active PTA with various events and Coffee Hours with the Principal monthly for Lower School, Middle School and Upper School. We also hold an annual Curriculum Night and Open School Week and Bi Annual Parent-Teacher Conferences. During the annual curriculum night, the ESL teacher gives a detailed account of the daily activities and long term goals of the ESL program and allows time for parents to ask questions and voice concerns. Parents also have the opportunity to discuss their student's participation in the ESL program at conferences and the ESL teacher will call parents if any problems arise with their student. These meetings also serve as a time to communicate with parents about their child's eligibility for services and program choices. All communications home from the beginning of the year to the end, including schedules, grade, and testing information, guidelines for student behavior, and newsletters are sent to parents in their native language as well as in English. Our school employs a full time bilingual Parent Coordinator who serves and a point person for parents. Parents express their needs at the obove mentioned Open School Week, Curriculum night and month Coffees with the Principal. Parents can also communicate their needs to the Parent Coordinator, who then relays these needs to the appropriate administrator.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)	2									3	0			5
Total	2	0	0	0	0	0	0	0	0	3	0	0	0	5

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			
	P													
READING/ WRITING	B													
	I													
	A										3			
	P													

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

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses a variety of tools to assess our ELLs, both standardized and classroom based. In addition to the LABR and the NYSESLAT, K and First Grade Students are assessed using the Fontas Pinnel assessment by the classroom teacher. Students also take part in all mainstream classroom assessments, including diagnostic exams and state exams. All of our students are Advanced. With respect to the NYSESLAT Modalities, some students tested proficient in Reading and Writing, while needing work on Listening and Speaking. Others followed the opposite trend, testing proficient in Listening and Speaking, while testing Advanced in Reading and Writing. Instruction and individual support is given to students where needed for each modality. In our small population, we are especially able to know the needs, strengths and weaknesses of our students and differentiate instruction. Using the RNMR form in ATS, the modalties are displayed for each student. With our small group of ELLs, there is not an opportunity for a generalized pattern to emerge, but an excellent opportunity for individualized instruction. Instead of gleaning patterns from a small sample, we concentrate on the individual perfomance of each of our 3 students. Based on their strengths and weaknesses, the ESL teacher differentiates instruction and assisgnments for the need of each individual student. Currently, we do not use the city ELL Period Assessments, but use tailored teacher created assessments for each student. Our 12th grade student participates in all mainstream classroom exams and Acuity exams in the content areas. Content area teachers analyze these results and differentiate for this individual student. Regarding the Regents Exams, the one 12th grade student took Regents Exams last year. This student passed both exams at the advanced level, earning a 82% in Comprehensive English, a 96% in Geometry, a 96% in Trigonometry, a 93% in Living Enviroment, and a 96% in Globle History and Geography. This is evidence that are our ELLs are supported and successful in the content areas.

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: NEST+m		**School DBN:** 01M539	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: NEST+m		School DBN: 01M539	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olga Livanis	Principal		1/24/13
Justin Mackey	Assistant Principal		1/24/13
Marcy Rios - Duran	Parent Coordinator		1/24/13
Jianlan Zhao	ESL Teacher		1/24/13
Ellen Whirley	Parent		1/24/13
Teresa Bruno	Teacher/Subject Area		1/24/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Melissa Chen	Guidance Counselor		1/24/13
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 01M539 **School Name:** NEST+m

Cluster: 201 **Network:**

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

Part A: Needs Assessment Findings

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

We identify families who speak a language other than English at home with the HLIS form and through ATS.
To aid in communication with parents in their native language, we utilize our many bilingual staff members as well as the DOE Language and Interpretation Unit.

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

Currently, the major written translation and oral interpretation needs are in the following languages: Spanish, Mandarin, Cantonese and Russian.
DOE provided multilingual posters are displayed through the school regarding availability of traslations and interpretation services.

Part B: Strategies and Activities

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

We utilize the multilingual forms provided by the DOE for general parent communication. Other translation needs are managed by the parent coordinator, who then finds bilingual staff to help with translation as needed, or reached out to the DOE Translation and Interpretation unit.
All communications home from the beginning of the year to the end, including schedules, grade, and testing information, guidelines for student behavior, and DOE newsletters are sent to parents in the most common native language as well as in English.

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.

To aide in communication with parents in their native language, we utilize our many bilingual staff members to translate in Teacher-parentimeetings. We provide the following oral interpreattion services: Spanish, French, Mandarin, Latin and German and Russian.
Our school employs a full time bilingual Parent Coordinator who serves and a point person for parents.Parents express their needs during Open School Week, Curriculum night and month Coffees with the Principal. Parents can also communicate their needs to the Parent Coordinator, who then relays these needs to the appropriate administrator.
In our school, the oral intepretation services is not provided by an outside contractor, it is provided in-house by school staff or parent volunteers.

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.

A. Our school provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.
B. Our school had post a sign at the primary entrance to the school in each of the covered languages, for example, Spanish, Mandarin, Russian, etc.
C. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
D. Since the Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and we trained parents how to access such services.