



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:**

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

PRINCIPAL:

EMAIL:

SUPERINTENDENT:

## 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
Kelly McGuire	*Principal or Designee	
Rachel Pitkin	*UFT Chapter Leader or Designee	
Jolie Sanchez	*PA/PTA President or Designated Co-President	
Carol Rodriguez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Josh Brown	CBO Representative, if applicable	
Liza Chiu	Member/	
Susi Smith	Member/	
Emma James	Member/	
Seth Kritzman	Member/	
Nick Kuroly	Member/	
Maura Griffin	Member/	
Ben Geballe	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

All ELA and math teachers will participate in weekly department team meetings during which they will engage in a structured process of looking at student work, designing performance based tasks and supporting curriculum units aligned with the CCSS, and analyzing student outcomes to inform next steps.

### **Comprehensive needs assessment**

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

There are several data points which support the need for this goal:

- The State of New York has adopted the Core Curriculum Standards, the content of which is both different and rigorous. We must work to ensure that our curriculum maps and expectations are aligned with these new standards.
- There is great variation in student performance on the State exams and in order to meet the needs of all students we must understand how to effectively differentiate instruction. We must know specifically what students are struggling with and what they are strong with.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Sub groups of students are identified through a rigorous review of both State exams and interim assessments
    - Data and research on adult learning inform strategies for teaching literacy strategies
  - b) staff and other resources used to implement these strategies/activities,
    - School literacy coach and coach for special education will team up to design a series of workshops on content area reading and reading intervention in the general education classroom.
    - Staff workshop time will be bundled and clear focus will be developed around supporting all teachers to become experts at literacy in their content area.
    - Professional texts will be purchased for staff to use as a reference guide.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Teacher leaders are directly involved in the development of staff workshops
    - Review of student work in department teams is led by a rotating group of teachers
    - Survey is issued to all staff mid year to determine the effectiveness of literacy workshops.
  - d) timeline for implementation.
    - Literacy workshops to begin in September and run on a monthly basis through January

Looking at student work workshops will begin November so that a few cycles can be conducted prior to the development of CCLS units.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Celebrations of student work are conducted following the publishing of students' benchmark assessments – parents and families are invited for the reading

and review of this work.

- Workshops for parents are held each marking period
- Parents are asked to review and sign student benchmark assessments
- Report cards are standards based and parents receive a copy of this report at parent teacher conferences.

**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           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Programs and services enable the expansion of our after school program so that there is a smaller ratio of teacher-student in after school homework help and small group intervention.
  - Programs designed to develop healthy relationships and wellness are taught through our school advisory program – these curricula are derived from Federally sponsored grants.

## 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**

Throughout the 2011-2012 school year, each classroom teacher will be observed at least 10 times by school administrators using observation criteria outlined in Charlotte Danielson's *Framework for Teaching*. Each observation will be followed by verbal and written feedback.

### **Comprehensive needs assessment**

- Need determined through an analysis of student achievement data, including both State exams and school-based wellness data (demerits, discipline etc.) Several of our teachers are in their first 5 years of the profession and require ongoing coaching and classroom support. Our test scores have improved over the past year, but our school continues to need improvement on improving student performance.

### **Instructional strategies/activities**

- All teachers will be paired with a curriculum coach or mentor
- The school leadership will design a document, which identifies expectations for our school – both related to the core content and inclusive of our school wide expectations for classrooms and teachers
- Coaches will be assigned to observe every teacher 1x per week and follow up this observation with a 1:1 coaching conference
- School administrators will observe each teacher 4 times before January 1<sup>st</sup>
- In November, teachers will work with their coaches to identify a professional goal related to Danielson's framework
- In February, teachers will conduct an interim check in related to the progress they are making toward their goal
- Goals will be evaluated in June

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Celebrations of student work are conducted following the publishing of students' benchmark assessments – parents and families are invited for the reading and review of this work.
  - Workshops for parents are held each marking period
  - Parents are asked to review and sign student benchmark assessments
  - Report cards are standards based and parents receive a copy of this report at parent teacher conferences.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Programs and services enable the expansion of our after school program so that there is a smaller ratio of teacher-student in after school homework help and small group intervention.
  - Programs designed to develop healthy relationships and wellness are taught through our school advisory program – these curricula are derived from Federally sponsored grants.

### 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**

By June, 2012 50% of all students who are reading below grade level as indicated by the fall administration of the Performance Series / Scantron Assessment, will score 1.5 years higher when the assessment is administered a second time in the spring.

#### **Comprehensive needs assessment**

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

There are several data points which support the need for this goal:

- Currently 50% of our 6<sup>th</sup> and 7<sup>th</sup> graders and 33% of our 8<sup>th</sup> grade students are proficient in reading as per the NY State ELA exam- this is in comparison with 74% of 6<sup>th</sup> graders, 64% of 7<sup>th</sup> graders, and 43% of 8<sup>th</sup> graders in math as per the NY State Mathematics Exam
- Student achievement data as per Scantron assessment points to a greater number of students performing below grade level in ELA than in math
- As per teacher survey, a majority of teachers of courses other than English report that they need assistance with instruction in literacy.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - Literacy workshop series designed by school teacher leaders will begin in early September and run until January
  - Small group literacy instruction will be facilitated by reading and writing teachers focusing on the lowest 3<sup>rd</sup> and students performing significantly below grade level.
  - Intervention reading materials will be purchased for the whole school, including content –area reading materials, periodicals, etc.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Celebrations of student work are conducted following the publishing of students' benchmark assessments – parents and families are invited for the reading and review of this work.
  - Workshops for parents are held each marking period
  - Parents are asked to review and sign student benchmark assessments
  - Report cards are standards based and parents receive a copy of this report at parent teacher conferences.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Currently all staff are highly qualified with the exception of a Teaching Fellow who is completing his coursework.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Programs and services enable the expansion of our after school program so that there is a smaller ratio of teacher-student in after school homework help and small group intervention.
  - Programs designed to develop healthy relationships and wellness are taught through our school advisory program – these curricula are derived from Federally sponsored grants.

**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:

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Funding for teacher leaders and curriculum coaches – TL FSF
  - Funding for teacher per-session dollars to expand time for collaborative planning and mentoring – TL FSF, ARRA RTTT Citywide Instruction, Title 1 Translat
  - Funding for the purchasing of supplemental materials for students and learning materials for adults. TLFSF, NYSTL Textbook, NYSTL Library, Title 1

**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**

- Increase classroom discussion.

**Comprehensive needs assessment**

- Common core alignment, focus on using evidence in in reading, writing, and speaking

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Targeted strategies serving ELLS, and students with disabilities
  - b) Network support personnel, Fay Pallen (consultant), Lucy Caulkins
  - c) Cabinet level decision making
  - d) Winter-spring 2013

**Strategies to increase parental involvement**

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

**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**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>- guided reading – small group instruction - during school / after school</li> <li>- Great Leaps – 1:1 instruction - during school / after school</li> <li>- Rewards – small group instruction during school / after school</li> </ul>	Small group	Both during the day and during extended day
Mathematics	<ul style="list-style-type: none"> <li>- Key to math – 1:1 and online learning – after school / during school</li> <li>- Guided mathematics – after school</li> </ul>	Small group	Both during the day and during extended day
Science	N/a		
Social Studies	N/a		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling. Additional curriculum provided through advisory curriculum	individual, small group	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.

We recruit staffing early in the spring. By working both formal networks – posting positions internally, online, and through hiring companies, we seek to gain a large number of applicants for our vacant positions. We also work informal networks and connections, including asking teachers for other recommended teachers who may be a good fit for our school.

Once we have selected candidates to interview we form a team that facilitates a multifaceted process for screening, interviewing, demonstration lesson, and finally a day on which they shadow a teacher and observe our school and students.

We create a master program that allows teachers to focus on their area of specialization. For new teachers we create a program that allows them to focus on one subject matter or grade level so they can gain specialization and focused skills. We have a strong peer mentoring program for new teachers, and a buddy system for teachers who may be experienced, but new to our school community.

Throughout the year we provide lots of opportunity for teachers to team and collaborate. While we do create and provide professional development, we take an approach that relies a lot on semi-supervised peer collaboration for professional development. We want to create as many opportunities for teachers to learn and work with each other and from each other.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Marina Cofield</b>	District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>896</b>
School Name <b>Lower Manhattan Community MS</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Kelly McGuire</b>	Assistant Principal <b>Geoffrey Chang</b>
Coach <b>Nick Kuroly/ELA</b>	Coach <b>Elaine Chin/Math</b>
ESL Teacher <b>Cesarlina Aviles</b>	Guidance Counselor <b>Ximena Brittan</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Cynthia savino</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Marina Cofield</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</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>289</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>10.03%</b>
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## Part II: ELL Identification Process

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

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

1) 02M896 is using the New York State –LEP identification process to initially identify a newly admit student to NYCPS who possibly be an ELL. During child's registration, a Home Language Information Survey (HLIS) is given to the parent of the student. This has to be completed by the parent/guardian, with a pedagogue - a certified ESL teacher, and with additional support from school-based staff (Parent Coordinator, Guidance Counselor, others) that may speak the same language of the parent/ guardian or over-the-phone translation to ensure that the HLIS is accurately completed. Our school has pedagogues and school-based staff who speak Spanish, Chinese, Russian and Greek that can assist parents/guardians who may need language translation. Once the HLIS is completely filled, an informal interview with the parent and the student will be conducted using their first language (L1) and English to determine if the student speaks another language other than English. Using the data in HLIS, the result of the interview and the child has a Limited English Proficiency, the certified ESL teacher will administer LAB-R within 10 days of admission for the purpose of identifying the level of English proficiency of the student, whether beginner, intermediate, or at advanced level.

2) Parent Orientation will be offered in September, and a certain day throughout the year for student's who are ELLs coming to school later part of the year. During this meeting, parents will have a chance to watch the video discussing the different programs for ELLs: Transitional Bilingual, Dual Language, and ESL programs. The ESL teacher will make additional explanation regarding the DVD shown, when necessary. After watching the video, parents will complete the Parent Survey/Program Selection form and will be collected by the ESL Coordinator/Teacher to be kept along with the HSIL in the student's file. If the parent needs more time to decide what program would be best for their child, the parent can bring the Parent Survey/ Program Selection form and must return it the following school day, or the ESL teacher will make a follow-up on this matter. The certified ESL Coordinator/Teacher, Parent Coordinator and Assistant Principal will be around during this meeting to answer some questions.

3. An Entitlement Letter will be sent out to the parent/guardian of the student. This letter also includes the date and time for the ELL's Parent Orientation Meeting. During the Parent Orientation, if the parent needs more time to decide what program would be best for their child, the parent can bring the Parent Survey/ Program Selection form and must return it the following school day, or the ESL teacher will make a follow-up on this matter. If the form is not returned, a phone call will be done before the school decides to put the child in Free Standing ESL program.

4) LMCMS is only offering Free-Standing ESL program. The ESL coordinator/teacher will describe the program during the orientation meeting. After the meeting, if the parents preferred Dual Language or Transitional Bilingual Education over Free-Standing ESL program, the Parent Coordinator will help them find another school that offers their preferred program.

5) It became a trend of parents coming to LMC to select ESL program for their child, and they let their child remain in the same program while they are at LMC until the child tested out in NYSESLAT. This year, only 1 newly enrolled ELL came to 02M896 and the parent's choice was Free Standing ESL program.

6) The program we offer to our ELLs aligned with the parent's preference.

## 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							15	9	5					29
<b>Total</b>	0	0	0	0	0	0	15	9	5	0	0	0	0	29

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	14	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. [i](#)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	0	1	14	0	6	6	0	2	29
Total	9	0	1	14	0	6	6	0	2	29

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								
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>									

**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							2	1	3					6
Chinese							13	5	1					19
Russian								1						1
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian								1						1
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. 02M896 is offering Free-Standing ESL program. The students receiving ESL services are placed in ICT and general education settings. The school is adopting Push-in Program to promote collaboration between the classroom/content teacher and the certified ESL teacher, decrease in-class instruction time loss, and decrease student travel time, and pull-out ESL sessions for ELLs who need individualized/small grouping support, as needed.

2. The school has a certified ESL teacher who provides ESL instruction to ELLs during Tuesdays and Wednesdays. The ESL teacher collaborates with the content teachers and special education teachers to maximize the effectiveness of this push-in instruction. The English Language Arts department has a well-developed program that reinforces and supports students' development in literacy. Different genre study, guided reading, independent reading, and literature circles are used to strengthen literacy skills. To promote desire to read, and to help students form the habits of lifetime readers, a variety of reading materials in English and Spanish are available for Spanish speaking ELLs.

Literacy program in LMCMS help students conceptualize, create, write, edit, and illustrate creative pieces. To help an ELL achieve success on this area, content area teachers (Math, ELA, Science and Social Studies) and the ESL teacher works collaboratively to ensure that a meaningful instructional approaches and methods are used to make content comprehensible. The use of different graphic organizers, activities involving Scaffolding, glossaries and dictionaries, differentiated instructions and the use of Smartboard and online resources are given importance to enrich language development within the lesson.

3. English is the medium of instruction throughout content areas. LMCMS is adopting the Sheltered English Immersion instructional approach, which is used to make academic instruction in English comprehensible to ELL students. Sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of various content in classroom discussion, activities, reading and writing. Furthermore, teachers use physical activities, visual aids, and the environment to teach vocabulary for the concept development in mathematics, science, social studies, and other subjects. To further support the ELLs, differentiated instructions with appropriate graphic organizers, activities involving scaffolding, glossary, and use of computer and online resources are also applied.

4. To ensure that ELLs are appropriately evaluated in their native language, the principal or assistant principal requests State Exams (except for ELA) written in student's L1. Since the New York State provides limited non-English versions of tests, the school will request or hire interpreter of that language, and orally translate the written test to the students.

## A. Programming and Scheduling Information

5. Though as of now, the school has no SIFE, but then SIFE students will receive support services, which will include academic intervention, additional one-on-one tutorial during extended time, homework help during after school program, or counseling if necessary. Newcomers who are receiving ESL program will also receive support services such as academic intervention as needed, tutorial during extended time and homework help during afterschool program.

ELLs who are receiving service 4 to 6 years and Long-Term ELLs will continue to receive extra services that would make them pass NYSESLAT and get a better state exams result. The ELA teacher and the ESL teacher will plan activities that would improve ELLs reading and writing skills.

6. LMCMS utilizes a variety of instructional materials and technology to best meet the needs of our ELL population and programs. Different genre study, guided reading, independent reading, and literature circles are used to strengthen literacy skills. ESL utilizes series of Grammar books, Real life stories books and picture books, as well as Internet resources, which add visual support to better understand the concept. Dual language dictionaries and computers for online translations are available in each classroom to support students' native language. To enhance ELLs' reading habit, they are encourage reading materials using their native language and later on read the English version of that same material.

For ELLs identified as having special needs that receive ESL services in addition to other related services such as Speech, Counseling, OT or PT as required in the IEP, will also receive additional academic assistance as well as homework/project help.

7. The ESL teacher consults with the SETSS teacher, speech teacher, ICT and guidance counselors about ELLs with special need. These providers will share ideas and come up with strategies applicable to ELL-SWD.

### Courses Taught in Languages Other than English ⓘ

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

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

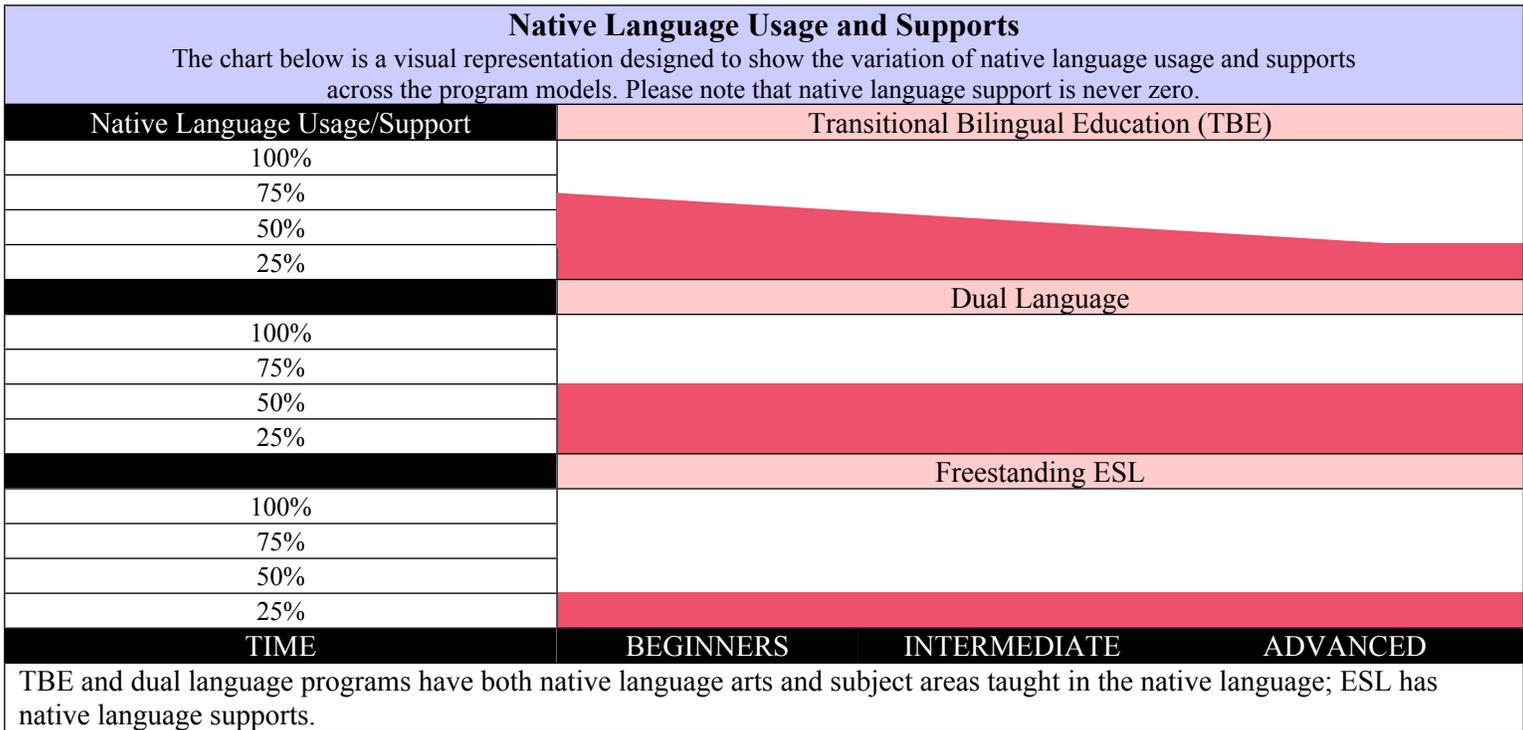
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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. Content teachers will continue to scaffold and provide extra support for all ELLs in their Language Arts or Humanities, Math and Science classes. ELLs-SWD may be placed in small group instructions or one-on-one based on the need of the student. The ESL teacher pushes in during content area classes to support ELLs or ELLs-SWD. During extended day, ELLs who performed below standards during the state exam are receiving additional support from a content specialist.
9. ELLs reaching proficiency on the NYSESLAT will continue to receive service provided by the ESL teacher as a support for the transition up to 2 years and will continue to receive test accommodation such as extended time and special location, and third reading in the listening part of the ELA test during state exams.
10. Current programs will still be considered for the upcoming school year.
11. No programs or services for ELLs will be discontinued.
12. ELLs are invited and encourage to attend in all after school programs and activities. The parents are also given the information about all after-school programs through flyers, emails and letters sent out. School programs such as academic and non-academic help the ELLs through speaking, listening, following directions and meet others students where they would be able to express their thoughts in an area where they think they are more comfortable with. The school has after-school sports and non-sports activities where ELLs and non-ELLs can be together which would help the ELLs develop their speaking and listening skills as well as other positive values.
13. Laptops are made available to provide online resources such as reading, grammar/writing activities as well as games that helps in building skills in language acquisition and math concept. Smartboards are installed in every classroom connected always to an internet-accessed computer to provide visual aids in the classroom as well as activities that enhance auditory skills.
14. Each content teacher has prepared bilingual glossary for Science terms and Math words in English-Arabic, English-Chinese, English-Spanish and bilingual dictionary. Online translation of sentences or group of words is used to support the ELL understand the concept presented. Teachers also create class materials by incorporating visual cues. Newcomers (ELLs) are allowed to use their L1 for assignments for written work in English as they transition to learning English as a language.
15. All required services supports and resources corresponds to ELL's ages and grade levels.
16. To assist newly enrolled ELL students before or during the beginning of the school year, the school programmer will consider to put these ELLs in a class where there are students who can speak their language. During class programming, language of students will also be taken as a factor for class groupings so that some students can also support the newly enrolled ELL and be more comfortable in the class. Another support our school is providing to a newly enrolled ELL is a session with few students and a counselor to talk topics that supports the ELL.
17. None.



**C. Schools with Dual Language Programs**

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

Not applicable.

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

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

1. The professional development plan includes internal and external trainings that support the ELLs and all the students in the school. For internal trainings, opportunities include common planning. Once a week, grade level meeting also provide opportunities of content area teachers, SETSS, ICT and ESL teacher to talk about support for ELLs. Every three months, content areas teachers, special education teachers, and counselors gather for half-day to professional development that includes best practices and lesson planning that support ELLs and non-ELLs in different classes. Math and Special Education teachers had attended a four-day institute on Math and Learning Disabilities that would provide insights on how to support ELLs with learning disability in Mathematics. The ESL teacher will also attend external trainings offered by NYCDOE, which is given through out the year.

2. Teachers, Guidance Counselor, and some school staff help with the transition of ELLs from middle school to high school by finding appropriate programs for individual students as they work through the high school application process.

3. The school provides in-school professional development on strategies, planning, delivery of instruction and assessment. These sessions are delivered through departmental meetings and grade level meetings. Throughout the years, all teachers serving ELLs are encouraged to participate professional development offered through NYCDOE, UFT or Children First Network.

**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. LMCMS teachers have activities like Math Night, Talent and Music Night. During these activities, parents are encourage to attend to witness their child’s performance or have a chance to learn together. These activities are usually given during time where parents are available to come. Other than these activities, frequent communication, both written and oral, in the language(s) and on a level parents understand are provided to parents. Parents are being informed about school events as well as academic progress of their child.

2. As of now, the parent association together with the parent coordinator, serves as our school's partner in providing services to our ELL parents.

3. The school evaluate the needs of the parents through the information entered in the lunch forms, emergency contact form and HLIS. Through these forms, the school will know what language the parents prefer to use in contact with the school so that the parent coordinator may prepare wrtten communitaion other than English to be sent out to parents. During parent-teacher conference, the school can request for a language translator ahead of time. Using the lunch form, the school can identify students whose parents' qualifies for free lunch and some information from the ATS to identify students for full-fare or half-fare metrocards.

4. The parent association conducts regular meeting to address the need of the school as well as the need of the parents. The parent association and the school have provided school supplies for the students to use through out the year. The school website also provides school calendar for daily announcement and upcoming activities. Through this, the parents become aware of the school's activities ahead of time giving them enough time to make plans that might affect their child's school activities and performance.

## 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)								2	3					5
Advanced (A)							15	7	2					24
Total	0	0	0	0	0	0	15	9	5	0	0	0	0	29

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							10	6	3				
	P							5	2	2				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>													
	<b>I</b>								1	3				
	<b>A</b>							10	6	2				
	<b>P</b>							5	1					

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	10	2		15
7	6	2			8
8	1	4			5
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			1		9		5		15
7	1		2		2		3		8
8			2		1		2		5
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		15		7		24
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				

### New York State Regents Exam

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

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

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.

1. The school is using Performance Series (Reading and Mathematics) to assess the early literacy and mathematical skills of the ELLs. The data provides placement indicator whether the ELL is at grade level or at risk. The data gathered will be used to determine appropriate instructional planning, strategies, reading materials and interventions.
2. The revealed data patterns across proficiency levels on the NYSESLAT is 70% of the current ELLs are in advanced level in all modalities and 30% achieved proficiency level or have met the standards based on their grade level.
3. Since 70% of the current ELLs are in advanced level in reading/writing aggregate modalities, ESL and content teachers of ELLs will select activities to improve and develop academic language skills such as comparing, classifying, synthesizing, evaluating, and inferring while at the same time select activities that maintain ELLs' proficiency in listening and speaking modalities.
4. (a) ELLs who received Intermediate level in NYSESLAT are in ESL program for less than 4 years while the Advanced/Proficient leveled ELLs are in the program for more than 3 years. All the ELLs took the tests in English.
  - (b) The school has no recent data of the ELL Periodic Assessment.
  - (c) The school has no recent data of the ELL Periodic Assessment.
5. Dual Language is not offered in 02M896.
6. The success of the programs for ELLs can be evaluated by looking into different assessment results, informally or formally. The result of the NYSESLAT and the state exams clearly evaluate the performance of our ELLs through the school's instructional planning. These formal evaluations give the teachers ideas of areas in which the ELLs struggle in NYSESLAT, ELA and Mathematics and plan for appropriate activities. Informal assessments such as teacher-designed reading and writing assignments and observations are also useful for day-to-day evaluation of programs or activities the ELLs are working on.

### **Additional Information**

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

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M896      **School Name:** Lower Manhattan Community Mid Sch

**Cluster:** 101      **Network:** Children First Network

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

**Part A: Needs Assessment Findings**

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

The school use ATS / RHLA. This report helps the school to determine which students have parents who do not speak English or English is not their first language. Teachers also reach out to students to find out if their parents require translated notices and interpretation services.

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.

Based on RHLA, about 18% of our students' parents require written translation and/or oral interpretation in Cantonese, Mandarin or any Chinese dialects; about 10% of our students' parents require Spanish written and/or oral interpretation; while the rest of the parents simply prefers English. The school reports the availability of the services during PTA meetings and regularly scheduled weekly emails and letters to the parents.

## Part B: Strategies and Activities

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

All notices of important events and meetings are translated into both Chinese and Spanish as indicated in Part A. The notices are identified by the Principal or Assistant Principal, then forwarded to the Parent Coordinator to be translated either by an outside vendor, school staff or a parent volunteer.

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.

During Parent-Teacher conferences, IEP meetings or necessary teacher/parents meetings, parents that require translation services receive this service by request. The school uses an outside contractor as well as parent volunteers for oral interpretation.

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

The school will provide the parents whose primary language requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services during the first day of school year. In the main office, various translated Chinese and Spanish notices and announcements / letters are displayed for parents who visits the school. The school's website shall provide a link or information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.