



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** MANHATTAN EAST SCHOOL FOR ARTS & ACADEMICS

**DBN (i.e. 01M001):** 04M224

**Principal:** LILIANA SARRO

**Principal Email:** LSARRO@SCHOOLS.NYC.GOV

**Superintendent:** ALEXANDRA ESTRELLA, IA

**Network Leader:** BEN WAXMAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Liliana Sarro	*Principal or Designee	
Kathleen Lekadou	*UFT Chapter Leader or Designee	
Ellie Alexander	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Melissa Cancel	Member/ Staff	
Patrick Duffy	Member/ Staff	
Christopher Scanlon	Member/ Staff	
Lonnie Joseph	Member/ Parent	
Amit Bose	Member/ Parent	
Meachelly Burke	Member/ Parent	
Roslyn Gittens	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>N/A</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June, 2014, the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in all content areas. The alignment of teachers' curriculum to the CCLS will be measured by their curriculum maps, unit plans, and lesson plans as evidenced by the utilization of the CCLS review rubric in such.

### **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.

The Citywide Instructional Expectations are revised yearly and require modifications in order to insure that they are addressed appropriately. In addition, the full implementation of the CCLS standards in the content areas requires planning, modifications to current curriculum as well as time to design and implement the changes. This is based on a survey of the staff as well as the

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. The staff will be meeting in departmental teams in order to insure alignment of their curriculum with the CCLS standards. As a part of their team meetings they will also be designing the CCLS units and assessments that will be utilized.
2. All staff will utilize a common writing rubric appropriate to their grade and aligned with the common core standards.
3. All teachers at Manhattan East will broaden their standards of pedagogy resulting in the strengthening of student work by engaging in teacher teams to evaluate student work across the curriculum.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. All staff members will be meeting on their grade levels in order to insure that the materials are grade appropriate. The staff will be utilizing network content area coaches.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers will implement a unit in the Fall and a unit in the Spring. The units will be designed to focus on the CCLS and the State ELA and Math exams.

#### **D. Timeline for implementation and completion including start and end dates**

1. Teachers will begin meeting in teams from October through June. The first unit will be complete by December. The second unit will be done by May.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will be utilizing their professional periods to design the CCLS units. They will also utilize the EngageNY website and our network content specialists.

### **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).

N/A

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							

## Goal and Action Plan #2

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

### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June, 2014, the school will effectuate full implementation of the teacher effectiveness and teacher evaluation system utilizing Danielson's *Framework for Teaching* as seen in the formal and informal observation reports, evidence and artifacts submitted.

### **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.  
 In the School's Learning Environment Survey the teaching staff has requested more feedback regarding their teaching practices.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- Teachers will receive Professional Development on Danielson's Enhancing Professional Practice.
- Teachers will self-assess their performance on ARIS for the teaching competencies.
- Administrators will utilize Danielson's rubric for evaluation of teacher's practice during formal and short frequent cycles of classroom observation.
- Based on the formal and short frequent cycles of classroom observations teachers will be provided with feedback regarding their teaching based on Charlotte Danielson's rubric.
- Mutually agreed upon next steps will be documented in the walkthrough feedback that is given to Teachers.
- Teachers and Administration will develop a plan for professional development for the school year based on the self-assessment done by the staff.
- New teachers will receive additional mentoring and support from a Senior teacher to assist them in meeting the proficient/distinguished level on the competencies.
- Review of Charlotte Danielson's rubric to identify those skills necessary to be a distinguished teacher

#### **B. Key personnel and other resources used to implement each strategy/activity**

Consultants from our network have provided professional development to the entire staff. In addition, the staff received Danielson's *Enhancing Professional Practice* as a resource.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

The school has constructed PLCs and Inquiry teams to address the curriculum and assessment of all students. September- June: Professional Development (monthly & NYC/DOE Professional Development Days)

#### **D. Timeline for implementation and completion including start and end dates**

September- June: Professional Development (monthly & NYC/DOE Professional Development Days)  
 October-May: PLCs/Inquiry Teams meet

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will receive ongoing Professional Development utilizing Danielson's *Framework for Teaching*. Additionally evaluators will be meeting Teachers during preparation periods to consult on observations and next steps. Teachers will periodically meet in their teams to discuss the impact of Danielson on their Teaching.

### **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).  
 Our school is Non- title I school. In order to increase parent involvement at the school, the school has added two supplemental activities. The first activity is also a fundraiser where student created artwork can be placed onto items like tote bags and t-shirts. The second is a family fun event where we will be inviting families to a pot luck dinner where we will have a series of games and a movie.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
X						

List any additional fund sources your school is using to support the instructional goal below.

The school based budget is aligned to the CEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the CEP. This goal aligns with the following budget sources:

TL Fair Student Funding \$330,000

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2014, the school will implement a plan to identify and develop systems for students at risk and will provide all students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps as they transition to middle, high school, college and careers. The grade level teams will maintain minutes providing information on intervention and progress of at-risk students. The school, with teacher and parent input, will design a character education program using various resources such as RAP, Treasury Chest and Facing History and Ourselves. Success will be measured by a decrease in incident reports by 5%.

#### **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.

The school utilized the Progress Report and the Quality Review to identify areas for improvement. In our advisory program, and grade level team meetings, teachers are able to identify at-risk students as well as the students' needs.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

- Staff will identify the students categorized as being in the lowest third by grade level.
- All students in the lowest third will be focused on as a part of the PLCs.
- All students identified in the lowest third will be encouraged or mandated to participate in afterschool tutoring.
- Based on ITA and predictive exams students not showing targeted growth will be assigned peer tutor during extended day &/or lunch time.
- To have a math activity, which is aligned with the common core standards for math and writing, in algebraic thinking for all 8<sup>th</sup> graders.
- In the seventh grade students will write a history of math report which meets the standards of the common core in both writing and math.
- In the sixth grade students will write a report focusing on math in the real world specifically as found at SONY Wonders which meets the common core standards for math and writing.
- All students will receive test taking strategies. The practices will be aligned by grade and subject by the PLCs.
- All students will have the opportunity to meet with the Guidance Counselor after school.

##### **B. Key personnel and other resources used to implement each strategy/activity**

This plan is inclusive of all staff members.

Our network will be providing professional development.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

The teacher teams have received training in interpreting the data available via ARIS, ACUITY and teacher developed exams. Teachers have received Professional libraries including topics such as socio-emotional development, understanding by design, Charlotte Danielson's book on *Professional Practice: A Framework for Teaching*, the common core standards, rubrics and curriculum development.

##### **D. Timeline for implementation and completion including start and end dates**

September- November: Professional Development

October- June: Professional Learning Communities investigating student performance, professional collaboration to review student work and enhance achievement

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

This plan is inclusive of all staff members. The Guidance Counselor will be available for after school conferences. Our network will be providing professional development.

**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).

We are a Non-Title I school and not required to submit a PIP. Parental involvement activities include parent workshops with topics that include providing opportunities for parents to help them understand the accountability system (Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, Skedula) and understanding grade-level curriculum and assessment expectations.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The school based budget is aligned to the CEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the CEP. This goal aligns with the following budget sources:

School Wide Program Project Serve \$ 25,000

TL Fair Student Funding \$ 80,000

Grants \$10,000

Title I STH for Non-Title I Schools \$3600

TL ELA/Math Student Support \$3,146

Project Serve \$2,999

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, the students at Manhattan East will participate in a Visual Arts, Performing Arts, and/or Music based course aligned to the blueprints of teaching and learning in the arts, as evidenced by the end of year student performances and exhibitions .

**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.

The selection of this goal was based on an assessment done by the Parent Advisory Council for the school (PTA). Since music and art instruction are integral to the culture of the school they wished to incorporate it into the school's goals.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Students will be knowledgeable about and make use of the materials and resources available for participation in visual art, performing arts and/or music in various roles.
2. Students will respond critically to a variety of works of art, connecting the individual work to other works and to other aspects of human endeavor and thought.
3. Students will develop an understanding of the personal and cultural forces that shape artistic communication and how art in turn shapes the diverse cultures of past and present society.
1. 4. Students will in a format appropriate to their chosen art(s) a presentation to members of the school community.

**B. Key personnel and other resources used to implement each strategy/activity**

1. All arts Teachers and Elective Teachers. The Teachers will use a variety of implements specific to their artistic venture. Teachers will, where appropriate utilize Community based Organizations such as the Metropolitan Museum of Art, Broadway Productions, Off Broadway Productions, Lincoln Center and the Alvin Ailey Dance Theater group .

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At the end of each semester the school will conduct a self assessment of the elective and arts program to insure that students are being provided with the appropriate opportunities and that the experience has been aligned in some way to CCLS strands. Students will actively participate in classroom activities including discussions of their work.

**D. Timeline for implementation and completion including start and end dates**

1. All courses will take place September through June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. All students will be provided with the opportunity in their schedule to have at least one arts based course. Students will have access to appropriate instructional materials for the chosen art.

**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).

Parents receive regular Email blasts about school activities. Flyers are backpacked home and on occasions, flyers are mailed home and phone calls are made to parents.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The school based budget is aligned to the CEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the CEP. This goal aligns with the following budget sources:  
TL Citywide Instructional Expectations \$ 19,700  
TL Fair Student Funding \$330,000  
Grants \$10,000

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

Not Applicable

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>TCNY Writing process, repeated readings, peer editing, utilize prior state exams for assessments, and focus on organizational skills.</p> <p>Buckle Down for CCLS, Kaplan and Coach are utilized as resources.</p> <ul style="list-style-type: none"> <li>• Diagnostic, cumulative and summative assessments</li> <li>• Guided practice for understanding common core concepts</li> <li>• Reading for knowledge and information</li> </ul> <p>Focus on open ended questions</p>	Small group and tutoring	Students receive AIS during the school day and during the afterschool program.
<b>Mathematics</b>	<p>Short Subjects in Mathematics, Focus on Math strands, Buckle down math to the common core state standards, Buckle down NYS, Problem solving from Strategies for Success, utilize prior state exams for assessments, organizational skills, directed and focused instruction on identified areas of strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>• Diagnostic, cumulative and summative assessments</li> <li>• Guided practice for understanding common core concepts</li> </ul> <p>Focus on open ended questions</p>	Small group and individual tutoring	Students receive AIS during the school day and during the afterschool program.
<b>Science</b>	Buckle down science review, teacher designed assessment, mini-labs, reinstruction on targeted topics based on assessments, organizational skills	Small group and tutoring	Students receive AIS during the afterschool program

	<p>and alignment with the ILSE.</p> <ul style="list-style-type: none"> <li>• Diagnostic, cumulative and summative assessments</li> <li>• Guided practice for understanding common core concepts</li> <li>• Performance tasks to practice science process skills</li> </ul> <p>Focus on constructed response questions</p>		
<b>Social Studies</b>	<p>DBQ preparation, writing workshop, review of map skills, organizational skills</p> <ul style="list-style-type: none"> <li>• Diagnostic, cumulative and summative assessments</li> <li>• Guided practice for understanding common core concepts</li> <li>• Reading for knowledge and information</li> </ul> <p>Focus on open ended questions</p>	Small group and individual tutoring	Students receive AIS during the afterschool program
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student based goals, socio-emotional and academic	Small group and individual	Students receive At Risk services throughout the school day and the counselor is available during afterschool.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, Manhattan East School for Arts & Academics, 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
- review my grades regularly on the school's online grade-book, pupilpath.org (SKEDULA).

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>224</b>
School Name <b>Manhattan East School for Arts &amp; Acad.</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Liliana Sarro</b>	Assistant Principal <b>Melissa Cancel</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher	Guidance Counselor <b>Carmen Ocasio</b>
Teacher/Subject Area <b>William Meehan/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Angie Ortiz</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Ben Waxman</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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>186</b>	Total number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>5.38%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							5	5						10
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	5	5	0	0	0	0	0	10

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				7		5	3		3	10
Total	0	0	0	7	0	5	3	0	3	10

Number of ELLs who have an alternate placement paraprofessional: 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	0						0
French							0	0						0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							4	5						9
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian														0
French								0						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	5	5	0	0	0	0	0	10

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								0						0

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

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							1	3					
	P							4	2					
READING/ WRITING	B													
	I							1	1					
	A							4	4					
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3			5
7	1	3	1		5
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			3		2				5
7	5								5
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		4		3		1		10
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

Currently the school uses ACUITY results as well as pupilpath. This data shows that our ELL's perform well in listening and speaking but perform less well in reading and writing. Specifically their writing skills are deficient. The ELA teacher will be working to address these deficiencies. In addition, the Teacher's in the content areas are utilizing the ELA rubrics for all written assignments. These rubrics are common core aligned to strengthen their overall writing skills. The entire staff has received training from our ELA Teachers on the format for the 'perfect paragraph' so that students are following the same format in all their classes to support writing and the CCLS standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
This data, from the NYSESLAT, shows that our ELL's perform well in listening and speaking but perform less well in reading and writing. None of our students have taken the LAB-R. Specifically their writing skills are deficient. The ELA teacher will be working to address these deficiencies. The data from the ELA, NYSESLAT as well as the baseline assessment have been utilized to identify critical thinking as an area to address. Students are currently working on incorporating evidence into their essays as well as increasing writing stamina.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: The students needs must be addressed in a targeted and scaffolded approach to insure compliance with their IEP's as their deficiencies in writing are addressed.

4. For each program, answer the following:
  - a. 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?

Paste response to questions here: Nine of the ten students are SWD whose cognitive challenges have impacted their abilities. Six of the ten students have speech and language difficulties. Two of the students have hearing conditions. This requires a significant collaboration between the ELA/ ESL and Special Education teachers. The data shows the students tend to perform less well in the reading and writing portion of the test. A significant portion of their instruction will need to focus on reading strategies as well as written responses. None of our ELL students are taking examinations in their Native language. The ELL's at the school have been ELL's for a minimum of 5 years. As long term ELL's their instruction is in English. ELL's who are also SWD are taught in compliance with their IEP's which all call for instruction in English. The only program currently offered at the school is ESL as a pull out program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here: N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here: All ELL students are given additional supports for their use in the content areas as well as ELA. One of the focuses is on vocabulary. These students are identified early on in the school year and selected as targeted students for inquiry. The entire school has a writing focus. As such the Teacher's in the content area have received training from the ELA Teachers on the 'perfect paragraph' and the ELA rubric for writing. The rubric is aligned to common core standards. The school has purchased common core clinics which are utilized by the ELA, ESL, AIS and SWD teachers to supplement instruction.

7. 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?

Paste response to questions here: n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here: Our goal is for the students to show significant growth in the targeted areas, not only in the NYSESLAT but the ELA exam as well. Their growth on these two exams show that the program is appropriately targeting their

academic needs. Since nine of the ten students are advanced we plan to have a significant number of them become proficient by the end of the year. The Teacher is currently grading all student work utilizing a rubric which translates into an approximate ELA score in order to track progress. Students have shown improvement in providing evidence to support their statements but are still working to address stamina.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Paste response to question here: We begin by distributing the Home Language Identification Survey (HLIS). This would allow us to determine the languages of the families currently enrolling at our school. As a part of this process identified students would be assessed to determine if the student should be classified as an ELL. This process is currently performed by the principal. Those Students identified as ELL's would be grouped based on the preferences identified by their families. The HLIS is administered by the school Principal with the assistance of the Parent Coordinator and/or the school Guidance Counselor. The school Principal is a licensed Middle school bilingual teacher. The home language is determined based on the parents ability to answer a variety of questions regarding the survey, their child and themselves.  
The school initially disseminates the H.L.I.S. to the families identified as new to the NYC Public school system. Approximately a week is given to the families to respond. Those families that do not respond are contacted directly by the Parent Coordinator. The Parents who need assistance in understanding any paperwork provided by the Department of Education are invited into the school where they are assisted by the Parent Coordinator. These parents are identified by their contacting the school or by the Parent Coordinator when she does her initial outreach. Depending on the needs of the parent, the Parent Coordinator will work with the Guidance counselor or an administrator to insure that they fully understand their options and are able to complete the form(s). The entire process should take approximately 2 weeks.  
If the parents decline to participate in the process, the school will administer an examination to assess the student's oral, written, and verbal skills. Based on this assessment the school will place them in a program it deems to be the most appropriate. Students who are able to communicate and comprehend more than 70% of the material tested will be placed in an ESL program or an English only education program with supplemental ELL services. Those students who score below 70% will be identified as needing a bilingual program. The parents of these students will meet with the Parent Coordinator and the administration in order to insure that all the parties understand the educational plan selected for their child. The LAB-R is administered by the school Principal within the first week of the child attending the school. Those students whose parents decline to choose a program are placed in our ESL classes.
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.  
Paste response to question here: The program choices are explained to parents by the Principal, Parent Coordinator and Guidance Counselor. The initial contact takes place during the administration of the HLIS and during curriculum night. Parents are invited in at this time and as a part of the information provided on curriculum night, the ESL parents are given information regarding the resources in the school. The Parent Coordinator will distribute and mail all necessary paperwork. Parents who do not respond promptly will be contacted by The Parent Coordinator to insure compliance. By October all parents will have been contacted and returned their forms.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Paste response to question here: Our Parent Coordinator insures that all letters are distributed to students and mailed. When forms

are not returned promptly she contacts the families in order to insure we receive them. Since we do not have a large population of ELL's we are able to insure that everyone is accounted for. ELL's are identified based on the information in their IEP's, from ATS data such as the RLER, and RNMR.

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.

Paste response to question here: Due to our small population all of our students participate in an ESL pull-out program. This information is shared with the families during enrollment, as well as curriculum night and when necessary by phone with the Parent Coordinator. All records are kept in the administrative offices.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here: The NYSESLAT was administered by the Principal, the ESL instructor and an ELA teacher. Portions of the exam cannot be administered by the ESL teacher so the Principal and and ELA teacher administer the test. We have had an ESL teacher loaned to us by the High School in the building since we do not have an ESL teacher on staff. The identification of our ELL's is done in ATS by utilizing reports such as the RLER and the RNMR.

6. 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.) 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. [i](#)

Paste response to question here: Since our ELL students have ranged from 5-9 students per year we have consistently had an ESL program. It has been a pull-out program since we have used ESL/bilingual teachers on loan from other schools. Currently we have an ELA teacher who is enrolling in a bilingual extension program. It is our hope that this will allows us to increase our flexibility in programming and addressing our ELL students' needs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Paste response to questions here: Since our ELL population is small we have a pull-out program which is ungraded. Instruction is differentiated and coordinated with our Special Education Teacher since a significant number of our ELL students are SWD. Our ELA teacher is interested in pursuing an ESL program which will provide us with a certified Teacher on staff.

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)?

Paste response to questions here: The students receive instruction from an ELA teacher daily as a part of a pull-out program. The Teacher is an ELA Teacher currently working to enroll in a program that will provide him with an ESL license. The schedule is set to accommodate students at the with the greatest amount of instructional time. Those students in need of less instructional time meet less frequently with the Teacher. ESL meets as a pull-out program for grades six and seven. There are 5 periods a week set aside for the group. This meets the requirement of 250 minutes. The majority of the time is spent addressing ELA skills which are deficient on the NYSESLAT. Nine of the ESL students are Advanced and one student is an Intermediate.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: Since all students are in the ESL pull-out program all other coursework is in English and takes place in their appropriate class settings. Over 90% (9/10) of the students are SWD and are taught in compliance with their IEP. At the present time the ELA and Special Education instructors share ideas and data in order to insure that student's individual needs are being met. The ELA teacher is supporting the content area by working with students on those assignments which are in alignment with ELA and ESL such as reports, essays and short responses. All content area Teachers have reviewed the ELA rubrics for their grade and received training in the 'perfect paragraph'. The rubrics and writing activities are aligned to CCLS. This allows the ESL Teacher to impact their ELA/NYSESSLAT deficiencies and address their needs in the content area. The ELA Teacher is pursuing enrollment in a program to provide him with an ESL license.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Paste response to question here: All of the ESL students are long term ELL's and all of their assessments are in English. 5 of the 10 students are SWD and they are assessed in English per their IEP's.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Paste response to question here: The Instructor varies instruction to address the various modalities. This is supplemented with computer technology and computer based activities to address the varied modalities. The Teacher uses the CCLS rubric to identify the students' current levels based on their assignments. By tracking their performance level in those assignments he is able to insure that students are making progress towards becoming proficient. The students have been working on writing and will begin addressing listening skills. The ESL Teacher will also utilize the baseline assessments given in English by the ELA teacher and give a practice NYSESSLAT in order to evaluate student growth.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here: The ELL's in the program are all in excess of 5 years. Nine of the ten students are advanced. All of them appear to be perform the poorest on the written portion of the exam. The Instructor is working to develop their writing and critical thinking skills. This is the focus although they will continue to work on reading comprehension and listening.

7. 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?

Paste response to question here: Currently the students are identified as targeted students. In this way the Teacher teams discuss

their performance at the grade level meetings. As a part of this practice the Teachers select or design appropriate graphic organizers, design approaches to expanding student vocabulary, review instruction for scaffolding, design appropriate groups, regularly review student data collected from Teacher observations, skedula and ARIS. In addition the Teachers will discuss options for insuring all students are exposed to grade level texts, are receiving high quality instruction aligned with the Danielson rubric, use visual aids when appropriate and supplement with Technology as appropriate. The school has switched to skedula as our online gradebook. This item translates all information into Spanish which is the home language of 90% of our ELL's in order to insure communication can take place appropriately. All students have access to laptops for instruction and in order to insure they are able to effectively edit their materials. In addition the school has the Rosetta stone to assist in language acquisition as needed.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: Teachers have integrated the needs of ELL's into the Teacher team meetings. They are among the targeted students for the school. In addition, The Special Education teacher is on the appropriate grade level teams since 90% of the ELL's are SWD such as speech and language or hearing disabilities. In this way Teachers can also insure that the student IEP's are being met in appropriate manners. Both the hearing Teacher and Speech Teacher have provided suggestions for working with these students' unique needs. The hearing Teacher is assisting in acquiring appropriate technology for the hearing impaired students to insure they can receive instruction. The ELL's are receiving instruction separately but the Instructor has made himself available to the Teachers as a resource for suggestions regarding providing them with techniques to utilize for reading, note-taking and critical thinking.

**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

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

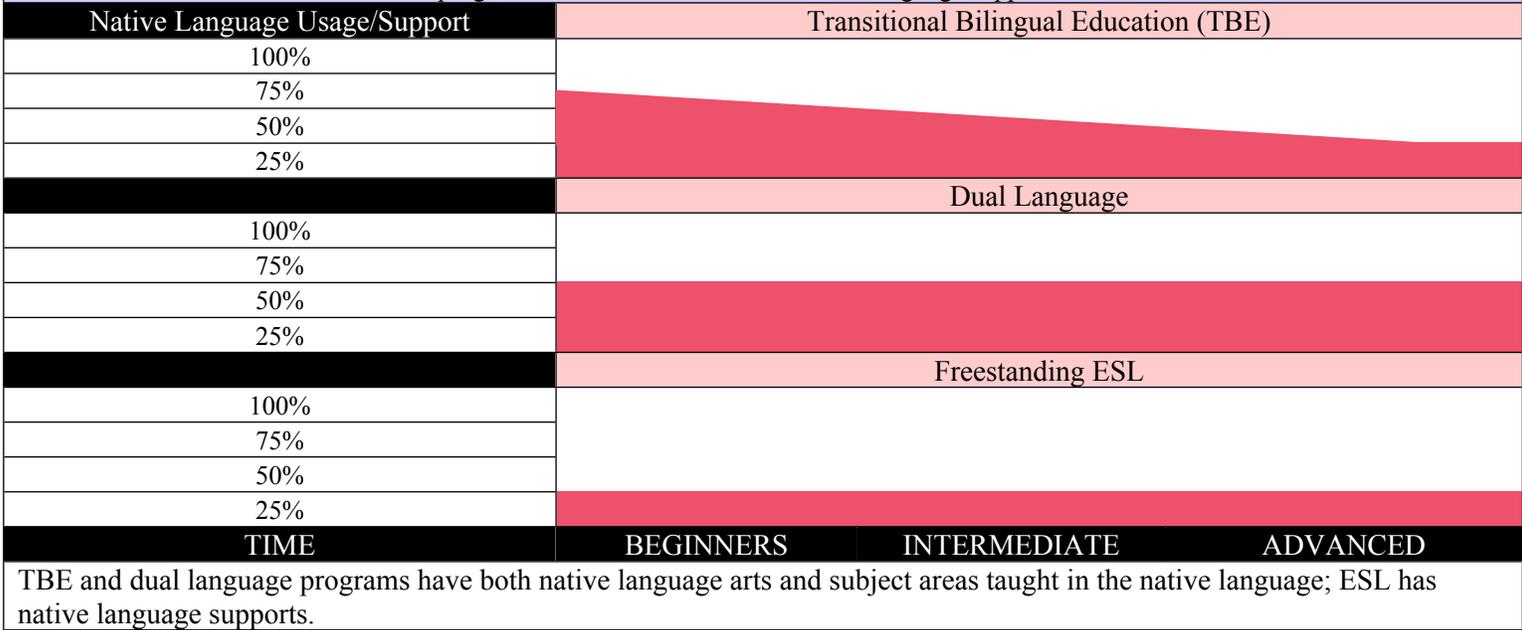
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<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

**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.



## B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here: Both ELL's and FELL's are targeted by the grade level Teacher teams in order to insure that the students needs are being met. The teams designate specific skills that they will work on developing, materials they will use, conduct evaluations of the students growth and determine if additional supports will be provided for specific students. These may include a peer mentor, more scaffolded instructions, the use of a dictionary with translations, the use of graphic organizers, specific groupings of students based on tasks, and the addition of technology when deemed appropriate. Once the team determines the students' individual needs and accomodations, they will be utilized in ELA, math, Science, Social Studies and Spanish.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here: The students targeted last year showed growth resulting in one third of them being labelled proficient. We believe it to be effective but continue to work on addressing students needs and implementing designs to support the content areas. This is based on the grade informaiton provided regularly in the online gradebook which includes all assessments from all academic classes. In addition the students' baseline assessments are utilized in their courses to identify necessary accomodations.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: Currently the school has acquired additional laptops specifically for the SWD. These laptops are to support their writing in the classroom and to allow the teachers to bring Khan Academy in to the classroom to support differentiation in math in the classroom. In addition, all of the teachers have SmartBoards in their classrooms and are working on integrating technology into the classroom.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here: We no longer have access to the ESL teacher from the other school. The school is closing and as a part of that process they have exccessed a large number of their staff. Our ELA Teacher expressed an interest in pursuing and ESL extension/license so he has been assigned to provide services to the ESL students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here: The vast majority of the ELL's are SWD. Therefore, the instruction they receive is primarily mandated by their IEP as well as their supports. All students are fully integrated for electives as well as physical education. The afterschool program is fully integrated in the tutoring provided. Currently there are ELL's in both general education sixth grades classes and one seventh grade class. There is only one seventh grade ELL student who is not in the 12:1:1 class. The other six ELL students are in the 12:1:1 class. All of the students regardless of whether they are in General Education or 12:1:1 receive Art & Music instruction. All students participate in electives and are fully integrated in physical education. These instructors are a part of the grade level Team and would implement any identified and necessary accomodations. Students are mandated to participate in Art and Music. Students select elective courses on a form with their Parent's assistance. The after school program is for tutoring and is open to all students. In addition, the computer room is accesible to students for their school work.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here: The students have been provided with laptops. Every classroom has a SmartBoard. Teachers have and utilize tiered graphic organizers, ELMOs, and translated and regular dictionaries. Both ELL's and FELL's are targeted by the grade level Teacher teams in order to insure that the students needs are being met. The teams designate specific skills that they will work on developing, materials they will use, conduct evaluations of the students growth and determine if additional supports will be provided for specific students. These may include a peer mentor, more scaffolded instructions, the use of a dictionary with translations, the use of graphic organizers, specific groupings of students based on tasks, and the addition of technology when deemed appropriate. Once the team determines the students' individual needs and accomodations, they will be utilized in ELA, math, Science, Social Studies and Spanish. Students also utilize a variety of textbooks, common core clinic books, dictionaries, laptops, and websites such as Khan Academy and coolmath.com.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here: We only have an ESL pull-out program. The students are encouraged to share cultural information through organized class activities. As all of our ELL's are long term ELL's in excess of 5 years all instruction is

delivered in English.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here: Since 9 of the ten ELL's are SWD, all of the support services are mandated by their IEP's. Additional services identified by the Teacher team(s) would be identified based on student performance during the team meeting and would be specific to the curriculum they are receiving.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: As a part of the school process we hold an orientation. During the orientation the Parents are introduced to key school staff such as the Parent Coordinator and Principal. These people provide translation services for the students and parents. We have acquired an online gradebook that automatically translates into Spanish which is the current language for all our ELL's.

18. What language electives are offered to ELLs?

Paste response to question here: The only language we offer at the school is Spanish. We do not have any other languages available during electives.

19. For schools with dual language programs:

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

Paste response to questions here:N/A

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here: Currently the school has held professional development on the use of data to promote students performance with particular emphasis on ELL's, F-ELL's, and SWD. In addition we have sent a staff member for training on techniques to promote Reading Comprehension and the CCLS in the ELA classroom from our network. This teacher will be turnkeying instruction for his colleagues during our regular professional development. This teacher will continue to participate in key events presented by the network to increase the repertoire of the staff. In October he received training on ELL's in the ELA classroom. This full day, is being turn keyed to the staff as a part of the school's focus on writing and critical thinking in the classroom. the skills will be broken out from January to May for staff development as one period, once a month and a culminating training in June during the half-day. At all staff meetings and professional developments attendance sheets are filled out and agenda sheets are maintained as a part of our Professional development portfolio. The September staff development focused on differentiaition for students within the Danielson and CCLS framework. Within the training we addressed the need to identify ELL students, and spoke about differentiating for them within the classroom and the use of grouping to support them. In October the staff reviewed the process of RTI and the use of RTI for ELL students. In November the focus of professional developemtn was on data. Teachers have received training on creating subgroups within the online gradebook, isolating and utilizing the data. Since 90% of the ELL's we have are SWD, we have asked the hearing teacher to meet with the staff to review techniques for our hearing impaired students. She will also be providing training on the new system the students will be utilizing in the classroom. This training will be shared by the entire staff including the Assistant Principal (ELL Cordinator), Guidance Counselor and Principal. The Guidance Counselor regularly meets with students in order to assist them in transitioning into Middle school and again to review the High school selection process. In addition, the Guidance Counselor helps with the design of the Advisory program which all students participate in. This program promotes character education, development of long and short term goals as well as personal academic responsibility. We will be incorporating appropriate ARIS training in order to insure we meet the required hours of training.

### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Paste response to questions here: Our ELL's participate in all of our school events. As a part of our PAC meeting and school events we provide translation services in order to insure they are receiving the information as effectively as our non-ELL parents. Since there are only 10 families we are able to meet their needs on a case by case basis. The Parent Coordinator supports the communication between the staff and the families by being available to translate and the online grade book automatically translates grade information and emails into Spanish (the current language of all our ELL's). The Parent's of our ELL's have participated in the Internet safety training, The International Dinner, The Talent Show and Curriculum Night. the needs of our ELL familes are shared in a variety of data. The Learning Environment survey provides input from the student families and the Parent Advisory Committee (PAC) provides information to the school on the needs of the Parents. Informational meetings such as the one on internet safety are created from the information gathered by the PAC.

### **E. Additional Information**

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

Paste response to question here:

## **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 2013-2014 TO 2014-2015**

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

DBN: **04M224** School Name: **Manhattan East School for Arts & Ac**

Cluster: \_\_\_\_\_ Network: **534**

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

**Part A: Needs Assessment Findings**

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

At the beginning of the school year the Parent Coordinator compiles the reports available on ATS. At this time an estimate of the number of families who need translations is made and orders begin to be placed for translated materials that need to be dispersed to students. The school has also acquired an online grade book which automatically offers translations into Spanish. They have promised that other languages will be available soon. Teachers have been provided with ipads and have downloaded translation software to enhance their ability to communicate with parents.

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.

The school has approximately 12 families who prefer to receive their communications in Spanish, and 3 families in Mandarin/Cantonese. The school has made this information available during the SLT in order to insure that the PAC can also provide assistance when needed.

## 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.

The teachers are able to send information through the online grade book and translation is available automatically. Whenever possible we utilize staff as translators. We have a volunteer to assist with some Asian languages.

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

Oral translations are provided through staff members and by utilizing applications on the ipads provided to Teachers.

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 has obtained an online gradebook which automatically translates documents to Spanish for Parents. In order to obtain other translations Teachers are able to utilize their ipads for applications that provide translations to facilitate communications with Parents. Critical documents are obtained from the translation department of the Department of Education.