



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 290, MANHATTAN NEW SCHOOL

DBN (i.e. 01M001): 02M290

Principal: SHARON HILL

Principal Email: SHILL2@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: DAN FEIGELSON

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
Sharon Hill	*Principal or Designee	
Pamela Saturday	*UFT Chapter Leader or Designee	
Frank Fuchs	*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	
Amy O'Brien	Member/ Teacher	
Erica Zaccaria	Member/ Teacher	
Annie Ferrante	Member/ Teacher	
Leslie Profeta	Member/ Teacher	
Doreen Esposito	Member/ Assistant Principal	
Lisa Lazarus	Member/ Parent	
Natalie Barnett	Member/ Parent	
Ian Reifowitz	Member/ Parent	
Christina McCarthy	Member/ Parent	
Mara Saideman	Member/ Parent	
Robin Chance	Member/ Parent	
	Member/	
	Member/	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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.

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Students will experience Common Core aligned units across all content areas according to the Understanding By Design (UBD -backwards planning) framework . By June 2014,,100% of curriculum maps entered into Rubicon Atlas will include the following: Big understandings and essential questions in addition to the aligned Common Core Learning Standards (CCLS).

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 need is based on the expectations for students as defined by the Common Core Learning Standards (CCLS), and the school's adoption of the UBD model as the design for lesson planning. Currently 50% of our units have been documented into the Rubicon Atlas program. Teachers will work to further develop and enter all units into the system using the UBD model.

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. Teachers will meet in teams to reflect on unit plans focusing on Essential Questions and Big Understandings for each unit to ensure they are aligned with Common Core learning outcomes for students.
2. Professional Development to support teachers in fully utilizing Rubicon Atlas as a tool for documenting long-term curriculum maps.

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

1. All teachers K through 5 as well as out of classroom staff;
2. Grade level representatives who will primarily input curriculum plans for each grade level; Assistant Principal will provide professional support in utilizing Rubicon Atlas to its capacity for Curriculum Mapping.

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

1. Once per month the school's Cabinet will access curriculum maps to review the progress grade levels have made towards achieving this goal.
2. Monthly staff meetings will be dedicated to working on maps and developing expertise in the use of Rubicon Atlas.

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

1. September 2013 – June 2014
2. September 2013 – June 2014

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

1. Identified teachers will be paid per session to input plans generated by grade levels; Grade level teams will be given planning days, as appropriate, to write and refine unit maps.
ARIS Learning Opportunities through webinars will be used to support this work in addition to the PD provided by our Assistant Principal.

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).

Math Coach will provide content specific workshops for parents at each respective grade level highlighting the big ideas and understandings that underpin the major work in each grade in mathematics; Teachers will provide content specific workshops in Literacy for parents at each respective grade level highlighting the big ideas and understandings in units. Principal will facilitate grade level "Coffee With 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	XX	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Supplemental PTA funding

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.

To improve teacher effectiveness by deepening teachers' understandings of the role and design of questioning to assess and advance student learning.

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 need is based on an analysis from teachers' goal setting conferences and from observations. 80% of staff have indicated questioning as an area of study.

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. Professional Development - Arrangements are being made for PD with the authors of the above text, Walsh & Sattes., Teacher feedback conferences and weekly Cabinet meetings. Through parent workshops and PTA meetings, parents will become better informed about how questioning impacts student cognition. Parents will be made aware of how Advance and the instructional focus are ways in which teachers use these tools to inform instruction.

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

1. School-wide study using the text "Thinking Through Quality Questioning," by Walsh & Sattes; ARIS Learning Opportunities; Cabinet team will design the course of study; Teacher observations will support the progress of this work.

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

1. Using the Danielson Framework, teacher observations will be used to evaluate individual teacher progress and school wide implementation of effective practices around questioning. Improvement in practice will include an increase in the frequency of: a) the connection between questions (that assess and advance students' learning) and the learning outcomes for the lesson. b) The connection between the learning outcomes for the lesson and the essential questions for the unit.

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

1. September 2013 – June 2014

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

1. Cabinet members will be paid to meet before school to steer this work, planning professional support and distilling the content of the study text to be shared with teachers.

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).

Math and Literacy parent workshops will be used as a forum for enlightening parents on the work of questioning in the classrooms and provide them with ways in which they may engage their children in questioning at home.

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.

Funding from City council.

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.

To increase the rate of progress in reading among fourth and fifth grade student scoring in the lowest third school-wide on the NYS ELA Assessment, so that at least 90% of these students increase by two TC Assessment reading levels from September to June.

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.

This need is based on our 2012-2013 School Progress Report, on which we found the median adjusted growth percentile for the school's lowest third in ELA was 70.5, 1.8 points lower than the city average (75.4). We interpret this to mean that other schools, on average, are increasing the reading proficiency of students scoring in the lowest third of their schools at a rate greater than ours.

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. Teachers meet in grade level teams to look at work samples from students in the subgroup to identify needs and articulate trends found among the group.
2. Teacher Teams will work to formulate instructional plans to meet the identified needs of students in the subgroup.

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

1. Data specialist, reading intervention teachers, Grades 4&5 classroom teachers.

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

1. Student progress is monitored via TC Assessment results entered into TCRWP Assessment Pro, as well as by benchmark tasks created and administered by classroom teachers.

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

1. September 2013-June 2014

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

1. Extended Day Program, Teacher's working in partnerships, Small Group sessions provided by designated support staff.

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 of students in the subgroup will be notified about their children's academic goals and of the instructional goal and plan for each child. Parents will be given suggestions for supporting their children at home towards the achievement of each student's goal. Parent workshops will be offered to support parent's ability to facilitate work in the content areas.

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

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.

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.

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

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.

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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Small group 37.5 minute extended session. Pull out 1-1 student support Reading Recovery. Push in- Pull out small group work during regular school day with IEP teacher.	Small group and 1-1	During the school day and after school
Mathematics	Small group 37.5 minute extended session. Push in- Pull out small group work during regular school day with IEP teacher. 1-1 IEP teacher	Small group & 1-1 IEP Teacher	During the School day and after school
Science	Small group work 37.5 minute extended day session	Small Group	After School
Social Studies	Small group work 37.5 minute extended day session	Small Group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Project Excel whole class sessions in Kgn and 3 rd Grade. Small group work 37.5 minute extended day session – Divorce Group and Adoption group	Small Group	After school and during the school day.

**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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

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.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 2	Borough Manhattan	School Number 290
School Name Manhattan New School		

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 Sharon Hill	Assistant Principal Doreen Esposito
Coach Christopher Lomot	Coach
ESL Teacher Sarah Pugatch	Guidance Counselor Valerie Radetzky
Teacher/Subject Area Elissa Eisen/IEP Teacher	Parent
Teacher/Subject Area	Parent Coordinator Sally Mason
Related Service Provider Jennifer Rooney/Speech	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	676	Total number of ELLs	33	ELLs as share of total student population (%)	4.88%
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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 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	1

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	32	0	2	0	0	0	1	0	1	33
Total	32	0	2	0	0	0	1	0	1	33

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2				1								6
Chinese		2	1			1								4
Russian					2									2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	8	3	5	3									20
TOTAL	4	12	4	5	6	2	0	0	0	0	0	0	0	33

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)	1	3	1	1	4	0								10

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)	0	1	1	1	1	0								4
Advanced (A)	3	8	2	3	1	2								19
Total	4	12	4	5	6	2	0	0	0	0	0	0	0	33

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2			2
4	0	1			1
5	1				1
6					0
7					0
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	2		1		0		2		5
4	0		0		1		0		1
5	2		0		0		0		2
6									0
7									0
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	0		0		0		1		1
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.

TC assessments are used to assess the early literacy skills of ELLs at our school. Although students may be able to decode well, ELLs sometimes have trouble expressing themselves for the comprehension part of the assessment. In addition, newcomer ELLs may not be familiar with the vocabulary that is necessary to use context clues or picture clues for help. This indicates that we need to support ELLs with vocabulary instruction so that they can implement the appropriate strategies to become successful readers. We will also have to support ELLs in expressing their ideas in order to properly assess their comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The ELL teacher can analyze the LAB-R and NYSESLAT test results for patterns of student performance. This information not only affects student grouping, but leaves implications for curriculum planning. The data can inform the teachers of ELLs about which skills the students need to further develop to gain English proficiency. The data may also inform teachers which areas of professional development are needed in order to enhance teaching practices that will target ELLs' needs.
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](#))

When the data becomes available, we will make instructional decisions based on the patterns across NYSESLAT modalities. Taking data from previous years into consideration, ELLs have tended to achieve higher proficiency levels within the Speaking and Listening modalities of the NYSESLAT. The implications are that ELLs in our school may need additional support in reading and writing. We can target instruction to meet these needs. Through collaboration with the classroom teachers, the ELL teacher can support individual students' needs in order to accelerate their development in the areas of reading and writing.

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?

Analysis of the scores on the NY State ELA, Math and Science exams from Spring 2013 revealed distinct patterns. Particularly in regards to the Math exam, the data show that our ELLs who took the exam during their second year or more of ELL service performed at or above grade level, earning a 3 or a 4. This includes ELLs at the Intermediate and Advanced levels of English proficiency. Our ELLs who took the Math exam during their first year of receiving ELL services scored below grade level, earning a 1 or 2. This includes ELLs at the Beginner, Intermediate and Advanced levels of English proficiency. We must therefore ask the question of whether these scores on the Math exam may in part be due to a gap in math content/skills, and not solely English language proficiency. These ELLs were all new to the United States, and they had come from countries with significantly different math curricula. Of course, there is also the question of whether the increased difficulty of the State exams in 2013 and the general trend in math education to assess students' application of mathematical concepts, through word problems as well as through students' explanations of their mathematical thinking, could have had an impact on these scores as well. Even with native language support, including use of a translator or native language version of the test, these students were unable to score at grade level proficiency. Students' scores may reflect an interplay of math skills, reading skills, writing skills and general level of English language proficiency.

Analysis of the NY State ELA scores also revealed a distinct pattern. There was a sharp discrepancy between ELLs' performance on the NYSESLAT and the ELA exams. Our ELLs in 3rd and 4th grade who took the ELA exam all scored at level 2. However, their performance on the NYSESLAT was either proficient or advanced. It seems odd to have ELLs test proficiently on the NYSESLAT, an exam that measures the 4 modalities of English acquisition, and also score below grade level on the ELA exam. Is this discrepancy due to a gap in English language skills, or could the two exams have been of such different levels of difficulty to produce significantly higher scores on one than the other? However, the NYSESLAT was also redesigned in 2013 to align with the Common Core Standards. So, we are left puzzled about which exam truly shows whether our ELLs are performing at grade level, according to the Common Core Standards. It should also be noted that we had one 5th grade ELL who scored at a level 1 on both the ELA and Math exams, yet scored at an advanced level on the NYSESLAT. This student also has an IEP and receives full-time special education services in an ICT classroom. It is possible that his scores may reflect unique learning needs, but the discrepancy between level 1 scores on his ELA and Math exams compared to his advanced score on the NYSESLAT is still worth noting.

Our school's administration and teachers are working together to meet the potential gaps in knowledge, skills and language that our data analysis has revealed. We may, for example, begin to provide additional targeted instruction to further support our newcomer ELLs in math. We hope that these efforts will help our ELLs close the gaps they may have, coming from other countries with significantly different math curricula, and thereby help these students reach grade-level proficiency at accelerated rates. We will also be exploring how to further support ELLs in the ELA curriculum, in an effort to close any potential gap that may be causing the discrepancy between higher scores on the NYSESLAT than the ELA exam.

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](#).)

We use data from various sources to guide instruction and provide targeted intervention for students as needed. We use scores from standardized tests, such as the NYSESLAT and NYS ELA and Math tests as well as Teacher's College Reading Assessments. We also use data from ongoing informal assessments, such as writing samples, individual conferences and classroom task performance. We analyze data from these sources to determine which students can benefit from intervention in addition to the ELL services we provide according to CR Part 154. Targeted intervention for ELLs in ELA, Math and other content areas may include additional small-group support during the extended-day period. Our reading intervention teacher and math coach are also available to work with students who are "at-risk."

6. How do you make sure that a child's second language development is considered in instructional decisions?

We consider multiple factors related to ELLs' second language development in our instructional decisions. We recognize that while ELLs are categorized by overall language proficiency (Advanced, Intermediate, Beginner), instructional decisions must be made considering more specific information about each child. We incorporate data such as students' reading levels as well as levels of content knowledge when designing instruction. For example, we may have an ELL in fourth grade who is at the intermediate level of English proficiency and reads at a second grade level. By considering all of these factors, we are appropriately able to scaffold instruction to meet the 4th grade content level demands, while providing the English language support necessary, and in a way that is appropriate for a second grade reading level. By properly using data, we can modify instruction with the appropriate resources and supports to allow ELLs to succeed and encourage continual growth in their language, literacy and content knowledge.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A - Our school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In addition to the LAB-R and the NYSESLAT, we use several other assessments to inform the LAP, guide our instruction and meet the needs of all students. They include standardized tests, such as the NYS ELA and Math tests, as well as the Teacher's College Reading assessments. We use test result data, parent feedback and measures of individual student progress to help us evaluate the overall success of our ELL program. Classroom teachers work in conjunction with the ELL teacher to determine each child's individual learning goals and objectives. A variety of instructional models are implemented based on the child's needs.

Part IV: ELL Identification Process

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

- 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](#).) During registration, parents have an informal interview and fill out a Home Language Identification Survey (HLIS) with the parent

coordinator and a licensed pedagogue. Teachers and paraprofessionals in our school speak a number of different languages, including Spanish, Hebrew, German, Greek, Italian, French, Russian and Bulgarian. The surveys are available in several different languages and office staff members are available for interpretation, as well. (Only first time registrants into the NYC school system complete a HLIS.) In accordance with the New York State LEP Identification process, the ESL teacher reviews all HLIS forms, and based on parents' responses, identifies the students to informally orally interview and administer the LAB-R in order to determine eligibility for bilingual/ ESL services and instructional placement. The LAB-R is administered by a certified ESL teacher and it is completed within students' first ten days of enrollment. If necessary, the Spanish LAB is administered afterward for Spanish-speaking ELLs who do not score proficiently on the LAB-R.

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.

Upon completion of LAB-R testing, entitlement letters are sent home for all students who are entitled to services. Also within the first ten days of enrollment, parents of newly enrolled ELLs are invited to attend an orientation with the ELL teacher to ensure their understanding of all three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. If necessary, translation of the meeting is offered, and translated versions of the parent orientation video, survey and materials are made available. Parents are also encouraged to ask questions to clarify the differences among the three program choices, and further support is offered by the parent coordinator, as necessary.

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].)

As stated previously, upon completion of LAB-R testing, entitlement letters are sent home for all students who are entitled to services. Non-entitlement letters are also sent home at this time to parents of students who were tested, but are not entitled to services. In addition, transitional letters are sent to parents of ELLs who have reached proficiency, and continued entitlement letters are sent out for those who will continue to receive services during the current school year. A spreadsheet is maintained to ensure that all entitlement letters have been properly distributed and all parent selection forms have been returned. Copies of entitlement letters and parent selection forms are filed and securely stored.

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.

Please see previous responses regarding the procedures involving entitlement letters, parent orientations and parent selection forms. Once students have been placed in the parents' chosen program, official placement letters are sent home.

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.

The NYSESLAT is administered to all ELLs each spring. ATS reports such as the RLER and the RLAT are used to determine NYSESLAT eligibility. The ELL teacher is responsible for administering the test. A checklist is created to ensure that every ELL has completed all four components (speaking, listening, reading and writing sections) of the NYSESLAT within the designated timeframes.

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. 

The parent survey and program selection forms from the past few years indicate that 100% of our parents request that their children be placed in a freestanding ESL program. The freestanding ESL program offered by our school is aligned with parent requests. If parents of ELLs request a bilingual or a dual language program, they will be directed to the website ELLProgramTransfers@schools.nyc.gov. The school will maintain a record of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program. Students whose parents request a bilingual or a dual language program will be sent to the website ELLProgramTransfers@schools.nyc.gov.

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])?

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

The results from the NYSESLAT are reviewed each fall to determine if students are still entitled to services and how many minutes of instruction they should receive. For new ELLs, we use their scores on the LAB-R to determine if they are entitled to services and how many minutes of instruction they should receive. As per CR Part 154, students at the beginning and intermediate levels receive 360 minutes of ESL instruction per week. Students at the advanced level receive 180 minutes of ESL, as well as 180 minutes of ELA instruction in their classroom.
3. 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.

It is important to make content accessible and to enrich children's language development using all modalities of learning. Our Freestanding ESL Program curriculum is designed to support ELLs' language development, while also providing support for the academic content and skills expected for their grade levels. Using an inquiry-based curriculum, consisting of content units that incorporate Common Core ELA Standards and content from the NYS Science Scope and Sequence, our ELLs receive targeted instruction that encourages simultaneous development of their English language skills and literacy skills, while also making grade-level content comprehensible. Please refer to question #14 for detailed information about materials and strategies our teachers use to provide content area support for ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As we do not have a dual language or transitional bilingual program, the native language is not regularly used for instruction and assessment. We ensure that students are appropriately evaluated in their native language by administering the Spanish LAB to Spanish-speaking ELLs who do not score proficiently on the LAB-R when they are first admitted. We provide translation services for students on an as needed basis (i.e. translators and/or translated versions of the state math exam). Additionally, informal assessment is conducted in newcomers' native languages when appropriate. For example, teachers may encourage a newcomer to write in his/her native language in order to demonstrate content knowledge at a time when he/she does not yet have the English vocabulary and language skills to accurately represent this knowledge.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We use a combination of formal and informal assessments throughout the school year to evaluate ELLs' progression within the four modalities of English acquisition (listening, speaking, reading and writing). We use data from the formal NY State ELL exams, including the LAB-R and NYSESLAT, to provide baseline data for ELL proficiency levels. We can then compare these data to students' scores on the following NYSESLAT exam to evaluate growth within the four modalities of English acquisition. Additionally, we use internal formal and informal assessments throughout the school year to evaluate growth. We assess speaking and listening skills during whole-class and small-group discussions, individual conferences, and student performances and presentations. We also use audio/visual recording to document these skills and evaluate growth. We are able to assess reading and writing skills through formal Teacher's College reading assessments, individual and small-group conferences, and student writing.
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).

Although we do not have any SIFE students, they would receive services as a "newcomer" at our school. Newcomers participate in smaller ELL groups to support their language development. Teachers at our school differentiate lessons and assignments for all students, including newcomer ELLs.

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?
Our general education teachers, special education teachers, IEP teacher and ELL teacher collaborate to implement multiple instructional strategies and use materials to provide ELL-SWD's access to all academic content areas and to accelerate their English language development. Instruction is aligned with the students' IEPs, as well as with their language proficiency levels and corresponding needs. By using small group instruction and individual instruction that is designed based on students' needs, teachers are able to appropriately support ELL-SWD's. By delivering instruction using strategies that meet each student's individual needs, teachers are able to make content comprehensible. Teachers also use a balanced literacy approach to instruction, ensuring that ELL-SWD's continually develop all four modalities of English development. In addition to instructional strategies used in the classroom, targeted interventions for ELLs in ELA, Math and other content areas include additional small-group support during the extended-day period. Our IEP teacher, reading intervention teacher and math coach are also available to work with students who are "at-risk."
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?
Teachers and related service providers collaborate to ensure that ELL-SWD's achieve their IEP goals and attain English proficiency within the least restrictive environment. Collaboration includes aligning scheduling and instruction, as well as conferencing about student progress and redesigning instruction as needed. Please see question # 7 for additional information about meeting IEP goals and English proficiency needs.

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

Courses Taught in Languages Other than English

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

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

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

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

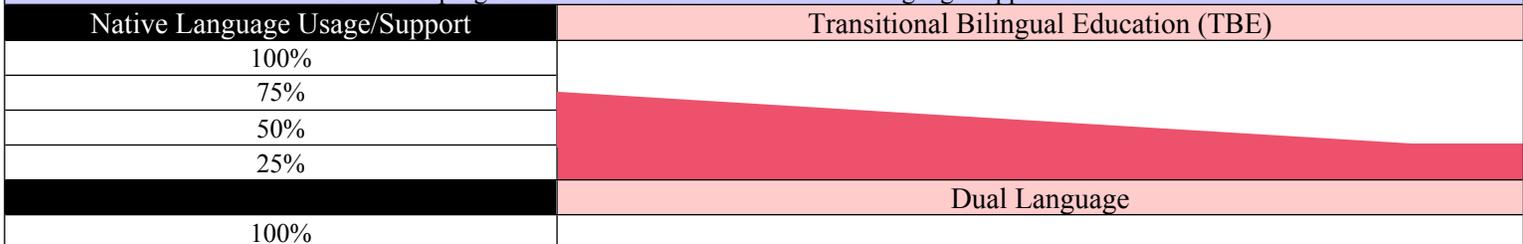
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

Frequent conferences between classroom teachers and the ELL teacher allow our school to provide targeted instruction for ELLs and transitional ELLs when needed. Targeted interventions for ELLs in ELA, Math and other content areas include additional small-group support during the extended-day period with the ELL teacher, math coach or other appropriate teachers.

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

Our ELL program is highly regarded in our school community. Teachers, administration, parents and students have consistently provided feedback about the accelerated rate at which our students acquire English proficiency and use their developing English skills to succeed in the academic curriculum. This has been noted both in regards to ELLs' development within the 4 language modalities (listening, speaking, reading and writing) and their development of academic content and skills. Data from informal and formal assessment of our ELLs support this feedback. ELL and classroom teachers demonstrate ELLs' language and academic growth through authentic assessment, including student writing and participation in classroom discussions and performance tasks. Teachers also use formal assessment to document language and academic growth, such as through NY State exams (ELA, Math, Science, NYSESLAT) and supplemental internal formal assessments, including TC reading assessments.

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

We may consider adding an enrichment program that will take place before or after school.

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

We do not plan to discontinue any programs or services for ELLs.

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

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

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

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

ELLs at our school participate in a rigorous program, which is aligned with the Common Core standards and NY State Scope and Sequence for Science and Social Studies. We uphold this academic rigor by using a variety of instructional materials and assessments. Explicit ELL instruction is delivered by teaching language through context and scaffolding learning. The NYSESLAT, LAB-R, and ELL interim assessments can be used as a guideline for instruction. Results from the interim assessments reveal the areas of strength and weakness for each English Language Learner and offer teachers the opportunity to design differentiated instruction appropriately.

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

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

- Dialog journals
- iPads and Interactive apps
- Sentences strips
- Interactive websites

To expand upon some of the abovementioned materials, technology is used to support ELLs in several ways. All classrooms at Manhattan New School are equipped with Smart Boards, document cameras and computers to enhance each child's learning experience. The Internet is a useful tool for translation, research, photographs, interactive activities and videos for ELLs. In addition, newcomers are given a portable CD player and books on CD to use in the classroom. The ELL teacher will often use an iPod/iPad/computer recorder to record stories and track students' progress in speaking.

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

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

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

In addition to the aforementioned procedures in place to ensure that ELL services address appropriate language and content needs, we ensure that ELL services and resources correspond to ELLs' ages and grade levels.

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.

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

18. What language electives are offered to ELLs?

We do not currently offer any language electives during the school day. However, we offer language classes in our after school program. Currently, we offer a French club. In the past, we have offered Chinese, Spanish and Italian classes.

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)?

N/A - Our school does not have a dual language program.

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.

1. Staff development is an extremely important part of our learning community. Our administration, as well as all teachers and other support staff who work with ELLs are all involved in professional development. Our teachers participate in a weekly staff meeting where we discuss topics that pertain to our school community. These topics often include how we can best meet the needs of our ELL students.

Throughout the past several years, our teachers have taken advantage of many additional professional development opportunities, including attending conferences, as well as workshops offered at local universities and at local community organizations, including museums. Attending these conferences and workshops allows our teachers to stay informed about new approaches and techniques to best-support ELLs in their academic and language development, as well as methods of assessment.

Our ELL teacher also continues to participate in professional development opportunities offered by the Department of Education, as well as study groups with other ELL teachers in District 2. This collaboration with local ELL teachers has greatly enriched our ELL program.

2. A significant portion of the professional development offered to teachers, including teachers of ELLs, this year will focus on aligning our instruction to the Common Core Learning Standards. This is a learning process that our teachers have been engaged in during the past few school years. In addition, the ELL teacher has been participating in a study group with local ELL teachers. The main topics of this group have included how to align ELL instruction with the Common Core Learning Standards and how to support ELLs in engaging with the standards.

3. Our parent coordinator, guidance counselor and teachers work together to assist ELLs as they transition from elementary to middle school. This includes informing ELLs and their parents about all middle school options. We encourage students to go on school tours and help them find a school that best meets their needs. If necessary, we also contact middle schools to inquire more about their programs for ELLs. Additionally, our ELL teacher makes herself available to parents during middle school meetings and tours as a translator and by providing support to individual families.

4. We will implement a professional development plan to satisfy the ELL training requirement as per Jose P. This program will aim to provide generalized support to all teachers who work with ELLs and to provide additional targeted support in order to meet individual teachers' needs. All K-5th grade teachers (including general education, special education, art, music, physical education, technology and science teachers) at P.S. 290 will participate in monthly meetings, with the goals of developing their understanding of English language acquisition building strategies for working with ELLs in order to encourage language development and make content comprehensible. These meetings will be held during the weekly extended day period and will be led by the ELL teacher. Topics to be covered may include differentiating the needs and expectations of ELLs by proficiency level, incorporating strategies to make content comprehensible for ELLs at all proficiency levels, aligning ELA and Math CCLS to meet the needs of ELLs, and how to encourage ELLs to develop and use academic language when writing and during classroom discussions. In addition to the staff meetings, the ELL teacher will schedule individual meetings with teachers on an as-needed basis or with guidance from the administration, to further develop strategies to meet individual ELLs' needs.

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?
 1. Our school community prides itself on its high level of parental involvement. Parents of ELL students are encouraged to participate in a variety of school activities throughout the year. These activities may include reading with their child on "First Fridays," sharing cultural traditions in a classroom interview or accompanying a class on a field trip. School fundraisers and class celebrations are another way for parents of ELLs to get involved. Some parents, including those of ELLs, also volunteer in the school on a regular basis. Additionally, our school offers an afterschool program in which parents and children work collaboratively to write and perform theater arts projects.
 2. Our parent coordinator works closely with parents and is able to connect them with various community based organizations to meet their varying requests. Our parents of ELLs frequently meet with our parent coordinator about such services as ELL classes and summer programs. Our parent coordinator also shares information about organizations in the local community that our ELL families can use to provide enrichment to their children throughout the year, such as through the New York Public Library and the 92nd Street Y. Additionally, our ELL teacher meets with parents of our ELLs in the beginning of the year to provide them with information about various resources within the local community and throughout NYC that can enrich and accelerate their childrens' acquisition of English.
 3. We pride ourselves on maintaining open communication with parents about their needs and the needs of their children. We solicit information from parents in September with classroom surveys. We also inform parents about our expectations for their children and for the parents' involvement in their children's education. We welcome feedback from them about their needs, questions and concerns. We use many opportunities throughout the school year to maintain an open dialog, such as formal parent-teacher conferences in November and March, additional informal meetings with parents as needed and through ongoing e-mail contact. We also offer opportunities for our parents to discuss their needs with our principal during "Coffee with Sharon" meetings. Our parent coordinator is also available on a daily basis for parents to speak with about their needs. Our ELL teacher holds additional meetings with parents of ELLs to evaluate specific needs, such as how to help their children with homework, how to encourage their children's social development and how to accelerate English development.
 4. In addition to the previously mentioned ways in which parents are involved in our school, we also offer specific activities to address and meet the needs of individual parents. We offer several workshops throughout the year, addressing topics such as school news and events, middle school information and strategies that can be used at home to help their children succeed. Translation services are always available to parents. If one of our staff members is not available to interpret, we can always arrange for a parent volunteer or an outside translation service to assist us. Additionally, if parents have specific needs that are not met by workshops or other scheduled events, our teachers, administration, parent coordinator and any other necessary staff make themselves available to meet with the parents and address their needs. Parents of ELLs are also invited to participate in any city-wide workshops.

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.

—

Part VI: LAP Assurances

School Name: <u>Manhattan New School</u>		School DBN: <u>02M290</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Hill	Principal		10/31/13
Doreen Esposito	Assistant Principal		10/31/13
Sally Mason	Parent Coordinator		10/31/13
Sarah Pugatch	ESL Teacher		10/31/13
	Parent		
Elissa Eisen/IEP Teacher	Teacher/Subject Area		10/31/13
	Teacher/Subject Area		
Christopher Lomot	Coach		10/31/13
	Coach		
Valerie Radetzky	Guidance Counselor		10/31/13
	Network Leader		
Jennifer Rooney	Other <u>Speech Therapist</u>		10/31/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02M290** School Name: **Manhattan New School**

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

A number of steps are taken in order to assess our school's translation and interpretation needs. Our parent coordinator meets with each family individually upon registration. She takes notes and informs the ELL teacher about any language preferences or concerns. In addition, a licensed teacher helps parents to complete the HLIS forms. Parents are asked about their language preference for school communication. We use this information, along with the LAB-R assessments, to gain a better understanding of our ELL population. Furthermore, we continue to assess these needs during the ELL parent orientation in the fall and conferences throughout the school year.

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.

Our data indicates that a majority of parents prefer to communicate in English. However, there is a small need for translation in a few languages. These findings are passed onto the school community by our parent coordinator. Any related issues may be discussed at staff meetings or during individual meetings with teachers.

Part B: Strategies and Activities

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

- * We are able to secure translated versions of many documents from the Department of Education.
- * Members of our school staff can provide translation in several languages. These languages include Spanish, Italian, French, Greek, German Russian, Bulgarian and Hebrew.
- * In addition, we are able to use Legal Interpreting Services for all other translation & interpretation needs. They are recommended as the DOE vendor.
- * In the past, we have used parent volunteers, as needed and when appropriate, to provide additional translation and interpretation services.

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

- * Members of our school staff can provide oral interpretation in several languages. These languages include Spanish, Italian, French, Greek, German Russian, Bulgarian and Hebrew.
- * In addition, we are able to use Legal Interpreting Services for all other translation & interpretation needs. They are recommended as the DOE vendor.
- * In the past, we have used parent volunteers, as needed and when appropriate, to provide additional translation and interpretation services.
- * Interpreters will also be provided for ELLs who have to take the NYS Math and Science assessments in grades 3-5.)

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

We will provide a letter to inform parents of their rights to translation and interpretation services and how to obtain them at all times. Letters can be written in the parents' native languages.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information

Name of School: [PS 290 Manhattan New School](#)

DBN: [02M290](#)

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other: [Push-in](#)

Total # of ELLs to be served: [33](#)

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: [1](#)

of certified ESL/Bilingual teachers: [1](#)

of content area teachers: [0](#)

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 290 will implement a Title III Supplemental Program for ELLs in grades K-5, consisting of a direct instructional component, a professional development component and a parental engagement component. The chief purpose of the Title III Supplemental Program for ELLs is to support newcomer ELLs in making content comprehensible and meeting the demands of the Common Core Learning Standards. The direct instructional component will focus on supporting ELLs in meeting the linguistic demands of the New York State Math Curriculum and Common Core Math Learning Standards. Students will explore the vocabulary and linguistic structures needed to access the content and perform listening, reading speaking and writing tasks using the language of math. This direct instructional component will be delivered using a combined before school and push-in collaborative team teaching model. Note that the push-in instruction will be in addition to the mandated ELL services provided during the school day, in accordance with CR Part 154. During the before school instructional component of the program, a certified ESL teacher will provide direct instruction of the language of math. Students will develop vocabulary and linguistic skills through a variety of activities, including shared reading for information, shared writing and hands-on collaborative activities. The push-in instructional component of the program will focus on ELLs' transfer of and continual building of vocabulary and linguistic skills within the math curriculum in their classrooms. A collaborative team teaching approach will be used, in which the classroom teacher will provide direct instruction of the math content and the certified ESL teacher will provide direct instruction of language. Language instruction will be delivered using small group instruction. This program will be held for a total of 6 months, beginning on November 11, 2013 and ending on May 30th, 2014. The before school instructional component will take place on Mondays and Tuesdays from 8:00am-8:30am. The push-in instructional component of the program will take place on Mondays and Tuesdays, during math instruction in ELLs' main classrooms. This program will include one certified ESL teacher. The allocated funds will be used to pay the per session salary for a certified ESL teacher, at a rate of \$50.14 per hour. The materials that will be used for this program include informational and fictional texts, videos, realia, manipulatives, word walls and notebooks. The allocated funds will also be used to purchase informational and fictional texts that will be used to support ELLs in meeting the linguistic demands of the New York State Math Curriculum and Common Core Math Learning Standards.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here: The professional development component of the Title III Supplemental Program for ELLs will aim to provide generalized support to all teachers who work with ELLs and to provide additional targeted support in order to meet individual teachers' needs. All K-5th grade teachers (including general education, special education, art, music, physical education, technology and science teachers) at P.S. 290 will participate in monthly meetings, with the goals of developing their understanding of English language acquisition building strategies for working with ELLs in order to encourage language development and make content comprehensible. These meetings will be held approximately once per month, beginning in December and ending in May, from 2:45-3:30pm and will be led by the ESL teacher. Topics to be covered may include differentiating the needs and expectations of ELLs by proficiency level, incorporating strategies to make content comprehensible for ELLs at all proficiency levels, aligning ELA and Math CCLS to meet the needs of ELLs, and how to encourage ELLs to develop and use academic language when writing and during classroom discussions. In addition to the monthly staff meetings, the ESL teacher will schedule individual meetings with teachers on an as-needed basis to further develop strategies to meet individual ELLs' needs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The parental engagement component of the Title III Supplemental Program for ELLs will focus on developing parents' understanding of the process of language acquisition, teaching strategies for parents to use at home to support their children's language development, and fostering parents' participation in a variety of school activities. The ESL teacher will hold meetings approximately once per month, beginning in December and ending in May, from approximately 8:30-9:30am. Parents will receive invitations to the meetings at least one week in advance. Invitations will be translated as needed. Translators will also be used as needed during the meetings to provide parents an opportunity to engage in discussions and activities.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$10,989.38</u>	<u>1 teacher x \$50.41 per hour x 218 hours. Hiring this additional certified ESL teacher is necessary in order to provide the before school and push-in collaborative team teaching instruction, as described in the</u>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>narrative above. <u>The direct instruction provided by the per session salaried teacher will be in addition to the mandated ELL services provided by the school's full-time ESL teacher. The part-time ESL teacher will also be responsible for implementing the professional development and parental engagement components of the Title III Program.</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p><u>\$210.62</u></p>	<p><u>Informational and fictional texts, from Scholastic or other reputable publishers, targeted to support ELLs in meeting the linguistic demands of the New York State Math Curriculum and Common Core Math Learning Standards.</u></p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>	<p><u>\$11,200</u></p>	