



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MANHATTAN SCHOOL FOR CHILDREN
DBN (i.e. 01M001): 03M333
Principal: CLAIRE LOWENSTEIN, PRINCIPAL
Principal Email: CLOWENSTEIN@SCHOOLS.NYC.GOV
Superintendent: ILENE ALTSCHUL
Network Leader: BEN SOCCODATO

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
Claire Lowenstein	*Principal or Designee	
Katy Bowen	*UFT Chapter Leader or Designee	
Andree Sanders	*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	
Suzanne Shelly	Member/ Parent	
Brigitt Beyea	Member/ Parent	
Alyssa Cheng	Member/ Parent	
Leslie Powell	Member/ Parent	
Wendy Smith	Member/ Teacher	
Erin Moughan	Member/ Teacher	
Caroline Ebrahim	Member/ Teacher	
	Member/ Teacher	
	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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

Annual Goal #1- ELA & CORE Content Curriculum Development

- *In order to impact student achievement and progress and actively engage all students in rigorous academic curriculum, faculty across grades and core contents will refine units based in Common Core Learning Standards, building on curriculum development and assessment:*
 - *To define coherent academic curriculum that engages and is responsive to the learning needs of all students, including and especially students in subgroups identified in the school's needs assessment:*
 - *To ensure that assessments are viable indicators of student learning and growth and are directly aligned to curriculum and instructional practice;*
 - *To build capacity of faculty as they collaboratively plan curriculum and assessments that reflect both the CCLS and the constructivist culture/philosophy of the school.*

By June 2013 80% of literacy and content teachers will refine curriculum units and assessments aligned to focus Common Core Learning Standards and CIE instructional shifts at each grade and content. Teachers will implement and students will participate in Common Core units and assessments during the 2013-2014 school year at each grade and content area: ELA, Social Studies, Science and the Arts.

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.

Comprehensive needs assessment Sources: NY State ELA Assessment Data Spring 2013; NYC DOE Progress Report 2012-2013; TCRWP AssessmentPro Data September 2012-September 2013; Teacher Conferencing Notes; 2012-13 Quality Review, Low Inference Teacher Observations/Evaluations; NYS Common Core Curriculum ELA, the Danielson Framework, School's ELA Curriculum Maps, supported by professional collaboration with TCRWP and aligned to ELA CCLS, grades K-8.

The school's 2012-2013 Progress Report grades of A and B in performance and progress respectively, suggest curriculum program growth for the school when compared to Peer and City Horizon in overall implementation of the ELA Common Core Learning Standards. Progress Report gains strongly suggest that we expand on and strengthen the curriculum planning and implementation strategies that were set in place in the 2012-2013 school year. However, both Progress Report and NYS ELA assessment data evidence the need in 2013-2014 to focus on curriculum and pedagogy in the upper elementary and middle school grades, especially in relation to relevant subgroups where there are achievement gaps, namely our students with disabilities, and our Hispanic and Black students. Periodic Assessment data indicates continued need to support ELA curriculum development on grades K/1 and to engage boys in independent reading across grades. (See assessment data analysis below.)

NYS ELA assessments, spring 2013, shows an overall drop in performance at levels 3 and 4 of 22% when comparing the school wide 2013 State ELA CCLS assessments (51.1%) to school wide 2012 State ELA assessment (73.2%). This decline holds true at all grades, except grade 8, where there was a modest grade level gain. Given CCLS shifts in State assessment, it is not feasible to look at grade and cohort gains across years; however, performance across grades continues to remain strongest in elementary grades 3 (63.5%) 4 (56.6%) and 5 (51.4%), with sharper decline beginning at grade 5; grade level proficiency at grades 6-8 is below 50%.

With ICT, SETSS and Related Services programs, 20% of our students are classified as students with disabilities (PR). We see a gap of over 10% in performance across grades 3-8 (41.8% SWD as compared to 52.7% non-SWD) This gap widens in the upper grades, with performance of SWD (60%) and non-SWD (64%) students being closest on grade 3 and widening to over 15% in middle school grades. The one exception is grade 6 (43% SWD as compared to 41% non-SWD).

Student performance by ethnicity, with approximately 17% Hispanic, 12% Black, 62% White, and 6% Asian, reflects a wider gap with overall grade 3-8 performance for White and Asian students across grades K-8 at 59% and 54% respectively and for Black and Hispanic students at 29% and 39%

respectively.

Throughout the 2012-2013 school year teachers across K-8 monitored student progress in order to inform instruction and intervention, using formative assessments, including TCRWP, On Demand Writing and Common Core Assessment tasks. From Fall 2012-June 2013 on grades 1-2 we saw gains of 39% and 11% respectively in students achieving at levels 3 and 4 on the TCRWP Literacy periodic assessment measure of independent reading benchmark levels. Focus was given to reading intervention on these grades, as students in grade 1 started the year at 46% on grade level. Kindergarten assessments remain low and increased professional development and planning time is scheduled. Across grades 3-8 there was a drop in benchmark levels as we moved for greater objectivity in administering and scoring these assessments and also introduced more non-fiction reading. TC IRL Benchmark data reflects similar gaps to State testing data in terms of performance of students with disabilities and students across the four ethnic groups. There is also a variance in gender data with girls reading at 71% proficiency and boys at 64%. This discrepancy in gender performance is not seen in State assessment data.

While continuing curriculum and professional development in English Language Arts in partnership with the Teachers College Reading and Writing Project, and providing instructional support for students in the lowest third at all grade levels, in 2013-2014, the school continues to dedicate time and resources to planning curriculum and focusing differentiated instruction for students on grades 6-8 based in our partnerships with the I-Zone Network.

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. *K-8 Grade Curriculum Maps across grades and content indicate a cohesive sequence of curriculum units inclusive of CCLS units, learning outcomes and assessment. Teacher teams review curricular maps, referring to ATLAS Rubicon, as well as student assessment data to ensure that lessons and assessments are paced for formative instructional impact at each grade and content.*
2. *Students across grades K-8 will engage in ELA CCLS units as outlined in the CIE. Units will include non-fiction reading, writing and/or research in the content areas of ELA, Social Studies and Science.*
3. *With the support of literacy staff developers, grade teams engage in a recursive cycle of unit/lesson planning, implementation, assessment by looking at student work to determine how particular CCLS units address and assess grade level standards and instructional shifts outlined in the CIE.*
4. *As assessments are implemented, feedback is given to students across each unit. Through conferring, journaling, book talks, student rubrics and use of post-its.*
5. *In partnership with iZone 360, iLearnNYC and NYSunworks, the school designed and wrote challenge-based modules for inter-disciplinary learning across grades 6-8 to support next generation curriculum and assessment. Additionally, the school has adapted an assessment tool, ePortfolio as an ongoing collection of learning evidence. ePortfolios enables our community of students, families, and teachers to document, reflect and share artifacts of their learning.*
6. *Across all grades, content area curricular support (Science, Social Studies and the Arts) is scheduled and is provided through partnerships with NYSunWorks, Urban Advantage and Lincoln Center Institute.*
7. *If a student does not respond to a researched based strategy and the teacher is observing concrete evidence of struggle, the teacher will document these low inference observations on a Response To Intervention document. The teacher will then submit these observations to the RTI committee who will review the teachers' concerns and assign a partnership (of appropriate service providers) to coach the teacher on different strategies to help support the student. This Resource Well will enable all teachers to have access to a diverse and extensive reserve of ideas that will help support both their students and themselves in the implementation of researched based strategies and tools.*
8. *To build capacity of faculty and to support Universal Design for Learning and address the learning, physical and communication needs of our students with disabilities, the school will hold workshops focused on Specific ICT Models, including Parallel Teaching, Co-teaching/Team Teaching, Station Teaching, and Alternate Teaching to help students master learning, to become expert learners.*

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

1. *All literacy, content area and special education/intervention teachers, (Grade and Vertical Teams) in partnership with staff developers from TCWRP, NYSunWorks, Urban Advantage, LCI and the iZone Network.*
2. *All literacy, content area and special education/intervention teachers, implementing curriculum in classrooms, with support of TCRWP staff developers, literacy lead teachers and school leadership.*
3. *All literacy, content area and special education/intervention teachers with support of TCRWP staff developers, literacy lead teachers and school leadership.*
4. *All literacy, content area and special education/intervention teachers, implementing curriculum in classrooms, with support of TCRWP staff developers, literacy lead teachers and school leadership. Across grades 3-8 teachers are participating in professional development around conferring in writers workshop with Carl Anderson through our partnership with TCRWP.*
5. *Literacy, content area and special education/intervention teachers, implementing grades 6-8 module curriculum in classrooms, with support of iZone360, iLearn, NYSunworks and school leadership.*
6. *All literacy, content area and special education/intervention teachers, implementing curriculum in classrooms, with TCRWP staff developers, with staff developers and teams from partner organizations, and with school leadership.*
7. *RTI / PPT multi-disciplinary team: School Psychologist, Guidance Counselor, Social Worker, Special Education, ESL and Intervention Teachers, Related Service Providers, school leadership, and classroom/content teachers on a rotational basis; these teams meet weekly.*
8. *ICT teaching teams (General and Special Education teachers and paraprofessionals); Related Service Providers, School Psychologist, and school leadership*

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

1. *Calendar/Schedules evidence ongoing professional development and planning with TCWRP, and partner organizations as well as Grade Team and other Vertical Team meetings dedicated to curriculum planning. K-8 curriculum maps indicate a cohesive sequence and are accessible to all relevant parties in the community as we collaboratively plan instruction. Evidence will include Literacy CCLS units on each grade, inclusive of assessment tasks, rubrics, student work samples and/or any relevant video of student work, work-in-process and/or conferring notes.*
2. *Student work across literacy and content area units reflects growth as measured against standards based rubrics within and across units. Teacher lesson/unit plans and classroom observations evidence and support teacher implementation of Core Curriculum lessons.*
3. *Teacher teams collect student work and utilize rubrics and protocols for looking at student work in order to assess student achievement in meeting Common Core Learning Standards, provide feedback to students and inform curriculum revision.*
4. *Through conferring, journaling, book talks, student rubrics and use of post-its, students are able to articulate learning outcomes and revise their learning goals as they reflect on their own work and also review and explain the work/arguments of their peers. The feedback cycle is evidenced in classroom observations, teacher lesson plans and conferring notes.*
5. *Inter-disciplinary module units are articulated and implemented that engage students in solving authentic problem solving based in real world issues. Through ePortfolio, students are able to defend, explain, and justify their work to an audience, including evidence of academic content.*
6. *Across grades K-8 integrated Science, Social Studies and Arts curricula reflect best developmental understanding of how children learn and the habits of mind that support content area learning.*
7. *Teachers will monitor their students' responses to the different interventions using a basic form that lists the strategy and if the strategy has a positive, negative or no impact on the student's understanding of the concept. These forms will document both interventions suggested by the RTI committee the teachers' work within their extended day group. The RTI committee will also check in with the teacher two weeks after*

the prescribed strategy is implemented to assess its effectiveness and to determine if a new strategy is needed. The committee will monitor its impact based on the number of referrals submitted, by sitting in on grade team meetings and documenting their overarching concerns and lastly by assessing the number of students referred to the PPT committee post the RTI process.

8. *Teams will be able to design lessons with multiple entry points that address the specific needs of students. Staff will utilize technology and design groupings based on data, entry point, interest, teaching point and ability levels.*

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

- a. *Beginning in June 2013 and continuing to September-November 2013 planning and PD engaged grade, content and vertical teams, together with staff developers, school leadership and lead teachers in development of Literacy and Core Content Curriculum, revised to reflect assessment data and 2013-2014 Citywide Instructional Expectations.*
- b. *A schedule/calendar of grade and content team common preps and weekly meetings is in place beginning in September. Teacher teams (grade and vertical) also meet monthly during a half-day for PD and planning of ELA and Content CCLS Units (TCRWP) and assessments to ensure that units align to CCLS Instructional Shifts.*
- c. *A collaborative cycle of Looking at Student Work begins in October and repeats throughout the year as units are reviewed, revised, implemented and assessed across grades and contents. A calendar is in place to ensure that literacy and core content teachers (K-8) participate in professional development, curriculum planning and protocols for looking at student work with TCRWP staff developers and school leadership. A lesson plan template identifying essential questions, big ideas and standards, together with a protocol for LASW were devised in 2012-2013.*
- d. *Throughout the year during and at the end of each unit, feedback is given to students, via teacher and peer use of prompts, questions and rubrics. In November and January, literacy teachers across grades 3-8 teachers are participating in a series of professional development days around conferring in writers' workshop with Carl Anderson through our partnership with TCRWP.*
- e. *Beginning with June of the preceding year, calendar is in place to ensure that literacy and core content teachers (grades 6-8) participate in professional development and module curriculum planning with IZone teams and with school leadership.*
- f. *Beginning with June of the preceding year, a calendar is in place to ensure that literacy and core content teachers (grades K-8) participate in professional development and curriculum planning with TCRWP staff developers, with staff developers and teams from partner organizations, and with school leadership.*
- g. *RTI/ PPT multi-disciplinary team meets weekly throughout the year. Additionally, team members meet with classroom/content teachers and make classroom visits to observe students and also support implementation of intervention strategies.*
2. *ICT teams meet weekly within grade teams, as classroom teams and in mentor/mentee meetings. Beginning in November/December ICT lead teachers will implement workshops to support colleagues in classroom collaboration and formats for delivering instruction in the ICT room. The workshops will also focus on modifications and adaptations to curriculum that will support both students with disabilities and their general education peers.*

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

1. *Faculty participates in ongoing professional development and planning with TCWRP, NYSunWorks, Urban Advantage, LCI and the iZone Network as well as Grade Team and other Vertical Team meetings dedicated to curriculum planning, assessment and looking at student work.*
2. *Grade and content teams meet during weekly common preps and monthly during a half-day for PD and planning of ELA and Content CCLS Units (TCRWP) and assessments to ensure that units align to CCLS Instructional Shifts. Teacher team meetings are often supported by TCRWP and other partner staff developers, and school leadership.*
3. *Literacy and core content teachers (K-8) participate in protocols for looking at student work supported by TCRWP staff developers, literacy lead teachers and school leadership. A protocol for LASW was devised in 2013-2014.*
4. *Literacy and core content teachers (K-8) participate in professional development, curriculum planning and protocols for looking at student*

work with TCRWP staff developers and school leadership; this professional development includes workshop structures for providing feedback to students, including conferring.

5. Planning and development of inter-disciplinary module curriculum on grades 6-8 are supported through our partnerships with the I-Zone Network and NYSunworks. In many cases students are able to participate in smaller groupings, with an element choice and engagement for both teacher and students.
6. Across grades K-8 teachers are given additional support in developing and implementing integrated Science, Social Studies and Arts curricula through partnerships with TCRWP, Urban Advantage, NYSunworks and Lincoln Center Institute. These partnerships are funded through our PA not for profit (The Friends of Manhattan School for Children) and through each partner's fund raising and development.
7. RTI/ PPT team is a collaborative, multi-disciplinary special education team that focuses on identifying strategies to raise student performance, with the development of formats for teachers to share modifications and best practice, thereby providing professional development and informing instruction for all students.
8. ICT Teams include classroom general and special education teachers and paraprofessionals. Multiple Related Service Providers support children in the program and support teachers and paraprofessionals in modifying curriculum and instruction. As with RTI/PPT, the school wide ICT team is multi-disciplinary, with supports and input from school leadership, SBST, Guidance, SETSS, ESL and Intervention 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).

Engage families in support of their child's education. Families are actively involved in student reading through curriculum events, workshops, extensive family conferences, homework packets and newsletters in ways that make them aware of classroom activities and school resources that support student achievement and meaningful family involvement. Families also participate in regular publishing parties to celebrate their child's literacy and better understand the academic benchmarks for literacy. In addition to publishing parties, family sing, storytelling and arts celebrations, for grades K-5, each morning families in grades k-5 are invited into the classroom before morning meeting to share reading, writing and other class projects and academics with their children. Partnership in the I-Zone360 Network includes Desire to Learn Platform, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7&8) content area.

Share Information with Families about Educational Programs. Families are made aware of the literacy program and student literacy progress through family nights and curriculum events, extensive family conferences, progress reports and ongoing communication on the importance of children's reading in 'just right' reading levels. Teachers and families maintain close communication about student progress toward meeting benchmark goals. Data provided through the TCRWP AssessmentPro website and ARIS explicitly provide families with information about student progress, strategies and titles of 'just right books' to support their child's reading growth. MSCNet and the MSC Newsletter are also used regularly to provide all-school communication about programs and events. Faculty and SLT will hold at least one Common Core informative family workshop for fall 2013, and will explore additional school-wide events for parents on educational topics.

Support and resources for Classrooms and Teachers: In support of reading program, families volunteer to maintain and update school-wide teacher resource Book Room with over 16,000 books that allow teachers to make available "just right books" at all levels, and class parents keep families aware and involved in using the book room as a resource. Friends of Manhattan School for Children, our non-profit that provides financial support to enable all children and all classes to have the tools and materials necessary to achieve their best, socially and academically, raises funds to support professional development of faculty (ex, Teachers College Readers & Writers Workshop Program (TCRWP)).

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.

- Tax Levy

- **Grants**

CFN support and The Friends of Manhattan School for Children (PA's not-for-profit) fund raising and grant development fully supports professional development partnerships with TCRWP, NYSunworks, Urban Advantage and LCI. Additionally, these partners match school fund raising through their own grant development programs.

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.

Annual Goal #2- Math Curriculum Development

- *In order to impact student achievement and progress and actively engage all students in rigorous academic curriculum, faculty across grades and contents will refine units based in Common Core Learning Standards, building on curriculum development and assessment:*
 - *To define coherent academic curriculum that engages and is responsive to the learning needs of all students, including and especially students in subgroups identified in the school's needs assessment:*
 - *To ensure that assessments are viable indicators of student learning and growth and are directly aligned to curriculum and instructional practice;*
 - *To build capacity of faculty as they collaboratively plan curriculum and assessments that reflect both the CCLS and the constructivist culture/philosophy of the school.*

By June 2013 80% of mathematics teachers will continue to refine mathematics curriculum units and assessments aligned to Mathematics Common Core Learning and Practice Standards and CIE instructional shifts at each grade as outlined in the CIE. Teachers will implement and students will participate in Common Core units and assessments during the 2013-2014 school year at each grade.

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.

Comprehensive needs assessment Sources: *NY State Mathematics Assessment Data Spring 2013; NYC DOE Progress Report 2012-2013; Teacher Conferencing Notes; 2012-13 Quality Review, Low Inference Teacher Observations/Evaluations; NYS Common Core Curriculum Mathematics Practice and Content Standards, the Danielson Framework, School's Mathematics Curriculum maps, supported by collaboration with MITC and aligned to Mathematics Common Core Learning & Practice Standards, grades K-8.*

The school's 2012-2013 Progress Report grades of A and B in performance and progress respectively, suggest curriculum growth for the school's mathematics program when compared to Peer and City Horizon in overall implementation of the Common Core Mathematics Learning and Practice Standards. Progress Report gains strongly suggest that we expand on and strengthen the curriculum planning and implementation strategies that were set in place in the 2012-2013 school year. However, both Progress Report and NYS Math assessment data evidence the need in 2013-2014 to focus on curriculum and pedagogy in the upper elementary and middle school grades, especially in relation to relevant subgroups where there are achievement gaps, namely our students with disabilities, our Hispanic and Black students, and the learning and performance of girls in math. (See assessment data analysis below.)

NYS Mathematics assessments, spring 2013, shows an overall decline in performance at levels 3 and 4 of 29% when comparing the school wide 2013 State Math CCLS assessments (45.5%) to school wide 2012 State Math assessment (74.8%). Given CCLS shifts in State assessment, it is not feasible to look at grade and cohort gains across years; however, performance across grades continues to remain strongest in elementary grades 3 (62.2%) and 4 (68.8%), with decline beginning at grades 5 (43.1%) and 6 (38.5); grade level proficiency at grades 7-8 is below 25%.

With ICT, SETSS and Related Services programs, 20% of our students are classified as students with disabilities (PR). We see a gap of 14% in performance across grades 3-8 (33.3% SWD as compared to 47.6% non-SWD) This gap widens in the upper grades. ELL students, less than 2% of school population, performed at 37.5% proficiency. Student performance by ethnicity, with approximately 17% Hispanic, 12% Black, 62% White, and 6%

Asian, reflects a gap with overall grade 3-8 performance for White and Asian students performing at about 56% and Black and Hispanic students at 21% and 25% respectively. We also note a gender gap (13% points) in mathematics, with 51.8% of boys at grade proficiency as compared to 38.9% of girls, with the exception of grade 4 where girls outperformed boys by 10% (74% proficiency as compared to 64%).

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.

1. Strategies/activities that encompass the needs of identified subgroups

- 1. K-8 Grade Mathematics Curriculum Maps across grades and content indicate a cohesive sequence of curriculum units inclusive of CCLS units, learning outcomes and assessment. Teacher teams, supported by a vertical math inquiry team, review curricular maps and student assessment data to ensure that lessons and assessments are paced for formative instructional impact at each grade.*
- 2. Students across grades K-8 will engage in Math CCLS units as outlined in the CIE; unit/lesson planning and instruction will align to Math Content and Practice Standards.*
- 3. With the support of math staff developers and colleagues on the K-8 vertical math inquiry team, grade teams engage in a recursive cycle of unit/lesson planning, implementation, assessment by looking at student work to determine how particular CCLS units address and assess grade level standards and instructional shifts outlined in the CIE.*
- 4. As assessments are implemented, feedback is given to students across each unit through gallery walks, math congress, conferring, journaling, book talks, student rubrics and use of post-its.*
- 5. With a belief that the NYS Common Core Practice Standards are the bond that informs math practice across grades K-8, the vertical Math Inquiry Team supports colleagues in defining and implementing a CCLS aligned cohesive curriculum sequence. The team is exploring questions of practice and the development of children's algebraic thinking. Team members host cross-school Learning Communities and Family workshops.*
- 6. If a student does not respond to a researched based strategy and the teacher is observing concrete evidence of struggle, the teacher will document these low inference observations on a Response To Intervention document. The teacher will then submit these observations to the RTI committee who will review the teachers' concerns and assign a partnership (of appropriate service providers) to coach the teacher on different strategies to help support the student. This Resource Well will enable all teachers to have access to a diverse and extensive reserve of ideas that will help support both their students and themselves in the implementation of researched based strategies and tools.*
- 7. To build capacity of faculty and to support Universal Design for Learning and address the learning, physical and communication needs of our students with disabilities, the school will hold workshops focused on Specific ICT Models, including Parallel Teaching, Co-teaching/Team Teaching, Station Teaching, and Alternate Teaching to help students master learning, to become expert learners.*

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

- 1. All mathematics and special education teachers, K-8, (Grade Teams and Vertical Inquiry Team) in partnership with staff developers from Math-in-the-City.*
- 2. All mathematics and special education teachers, implementing math instruction across grades K-8, (Grade Teams and Vertical Inquiry Team) in partnership with staff developers from Math-in-the-City.*
- 3. All mathematics and special education teachers, implementing math instruction across grades K-8, (Grade Teams and Vertical Inquiry Team) in partnership with staff developers from Math-in-the-City.*
- 4. All mathematics and special education teachers, implementing math instruction across grades K-8, (Grade Teams and Vertical Inquiry Team) in partnership with staff developers from Math-in-the-City.*
- 5. Mathematics Inquiry Team includes classroom teachers across grades K-5, mathematics content teachers on grades 6-8, and special education teachers across grades, math staff developers and school leadership.*

6. *RTI and PPT multi-disciplinary teams: School Psychologist, Guidance Counselor, Social Worker, Special Education, ESL and Intervention Teachers, Related Service Providers, school leadership, and classroom/content teachers on a rotational basis; these teams meet weekly.*
7. *ICT teaching teams (General and Special Education teachers and paraprofessionals); Related Service Providers, School Psychologist, and school leadership*

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

1. *Calendar/Schedules evidence ongoing professional development and planning with MITC, Vertical Math Inquiry Team and Grade Team and meetings dedicated to curriculum planning, assessment and looking at student work. K-8 curriculum maps indicate a cohesive sequence and are accessible to all relevant parties in the community as we collaboratively plan instruction. Evidence will include mathematics CCLS units on each grade, inclusive of assessment tasks, rubrics, student work samples and/or any relevant video of student work, work-in-process and/or conferring notes.*
2. *Student work across math units (Notebooks, poster work, post-its, Gallery Walks and Congress) reflects growth as measured against standards based rubrics within and across units. Teacher lesson/unit plans and classroom observations evidence and support teacher implementation of Core Curriculum lessons, reflecting teaching into Content and Practice Standards.*
3. *Teacher teams collect student work and utilize rubrics and protocols for looking at student work in order to assess student achievement in meeting Common Core Content and Practice Standards, provide feedback to students and inform curriculum revision.*
4. *Through conferring, journaling, Gallery Walks, Math Congress, poster work, student rubrics and use of post-its, students are able to articulate learning outcomes and revise their learning goals as they reflect on their own work. Students use mathematical models to understand, solve and explain their reasoning and analyze and explain the work/arguments of their peers. The feedback cycle is evidenced in classroom observations, teacher lesson plans and conferring notes.*
5. *Math Inquiry Team guides curriculum development. The team is focusing on a study of algebra and algebraic thinking across grades K-8, with introduction of a context with multiple entry points that will provide problems to solve across grades K-8. Inter-visitation and Family Workshops build school-wide understanding and implementation of math practice standards.*
6. *Teachers will monitor their students' responses to the different interventions using a basic form that lists the strategy and if the strategy has a positive, negative or no impact on the student's understanding of the concept. These forms will document both interventions suggested by the RTI committee the teachers' work within their extended day group. The RTI committee will also check in with the teacher two weeks after the prescribed strategy is implemented to assess its effectiveness and to determine if a new strategy is needed. The committee will monitor its impact based on the number of referrals submitted, by sitting in on grade team meetings and documenting their overarching concerns and lastly by assessing the number of students referred to the PPT committee post the RTI process.*
7. *Teams will be able to design lessons with multiple entry points that address the specific needs of students. Staff will utilize technology and design groupings based on data, entry point, interest, teaching point and ability levels.*

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

1. *Beginning in June 2013 and continuing to September-November 2013 planning and PD engaged grade, content and vertical teams, together with staff developers, school leadership and lead teachers in development of Mathematics Curriculum, revised to reflect assessment data and 2013-2014 Citywide Instructional Expectations.*
2. *A schedule/calendar of grade and content team common preps and weekly meetings is in place beginning in September. Teacher teams (grade and vertical) also meet monthly during half-day for PD and planning of Mathematics Units (MITC) and assessments to ensure that units align to CCLS Instructional Shifts.*
3. *A collaborative cycle of Looking at Student Work begins in October and repeats throughout the year as units are revised, implemented and assessed across grades. A calendar is in place to ensure that mathematics teachers (K-8) participate in professional development, curriculum planning and protocols for looking at student work with MITC staff developers and school leadership. A lesson plan template*

identifying essential questions, big ideas and Content/Practice standards, together with a protocol for LASW were devised in 2012-2013.

4. Throughout the year during and at the end of each unit, feedback is given to students, via teacher and peer use of prompts, questions and rubrics, Gallery Walks, and Math Congress. Teachers, especially in upper grades, are focusing on conferring with partnerships during math work and maintaining conferring notes through use of IPAD.
5. A vertical Math Inquiry Team (grades K-8) meets monthly to guide curriculum development. The team is focusing on a study of algebra and algebraic thinking across grades K-8, with possible introduction of a context with multiple entry points that will provide problems to solve across grades K-8 in the spring. This context and work will be introduced in classrooms and in a family workshop.
6. RTI /PPT multi-disciplinary team meets weekly throughout the year. Additionally, team members meet with classroom/content teachers and make classroom visits to observe students and also support implementation of intervention strategies.
7. ICT teams meet weekly within grade teams, as classroom teams and in mentor/mentee meetings. Beginning in November/December ICT lead teachers will implement workshops to support colleagues in classroom collaboration and formats for delivering instruction in the ICT room. The workshops will also focus on modifications and adaptations to curriculum that will support both students with disabilities and their general education peers.

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

1. Faculty participates in ongoing professional development and planning with MITC as well as Grade Team, Inquiry and other Vertical Inquiry Team meetings dedicated to curriculum planning, assessment and looking at student work.
2. Grade and content teams meet during weekly common preps and monthly during a half-day for PD and planning of Math CCLS Units and assessments to ensure that units align to CCLS Instructional Shifts. Teacher team meetings are often supported by MITC, Vertical Math Inquiry Team and school leadership.
3. Grades K-5 classroom and math content teachers (6-8) participate in protocols for looking at student work, supported by MITC staff developers, Math Inquiry Team members and school leadership. A protocol for LASW was devised in 2013-2014.
4. Grades K-5 classroom and math content teachers (6-8) participate in professional development and curriculum planning with MITC staff developers, Math Inquiry Team members and school leadership; this professional development includes Learning Communities (hosting teachers from across the City) and focuses on workshop structures/routines for providing feedback to students, including conferring, Gallery Walk and developing lines of questioning to support student modeling and argumentation during Math Congress.
5. Math Inquiry is composed of math lead teachers across grades. These teachers participate in Learning Communities, monthly inquiry meetings, mentoring colleagues and classroom inter-visitation and work collaboratively with MITC staff developers. The MITC partnership programs is funded through our PA not for profit (The Friends of Manhattan School for Children) and through MITC's program fund raising and development
6. RTI/ PPT team is a collaborative, multi-disciplinary special education team that focuses on identifying strategies to raise student performance, with the development of formats for teachers to share modifications and best practice, thereby providing professional development and informing instruction for all students.

ICT Teams include classroom general and special education teachers and paraprofessionals. Multiple Related Service Providers support children in the program and support teachers and paraprofessionals in modifying curriculum and instruction. As with RTI/PPT, the school wide ICT team is multi-disciplinary, with supports and input from school leadership, SBST, Guidance, SETSS, ESL and Intervention 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).

Engage families in support of their child's education. Families are actively involved in student mathematics through curriculum events, workshops, extensive family conferences, homework packets and newsletters in ways that make them aware of classroom activities and school resources that support student achievement and meaningful family involvement. For grades K-5, each morning families in grades k-5 are invited into the classroom before

morning meeting to share math morning work and investigations with their children. Partnership in the I-Zone360 Network includes Desire to Learn Platform, which provides all constituents with comprehensive information around curriculum and expectations for each Academy (grades 7&8) content area. During 2013-14, School and Friends of Manhattan School for Children are also seeking to reinstate an enrichment on-line learning program, Dreambox, that supports mathematizing and student use of math models. This online program can be implemented at school or home, and provides teachers and parents with timely information about student understanding and use of strategies and models.

Share Information with Families about Educational Programs. Families are made aware of the math program and student progress using same strategies as for reading/writing (see above). In addition, teachers and school leadership will communicate in a variety of ways (ex. backpacking, emailing resource lists, workshops) about changes in the math program related to Common Core, as well as strategies families can use at home to support the work being done in school.

Support and resources for Classrooms and Teachers: Friends of Manhattan School for Children also raises funds to support professional development of faculty (ex, Math in the City (MITC)) and will work with school to identify resources to reinstate Dreambox.

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.

- Tax Levy
- Grants

CFN support and The Friends of Manhattan School for Children (PA's not-for-profit) fund raising and grant development fully supports professional

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.

Annual Goal #3 Danielson Domain 3: Instruction-Questioning and Discussion

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

- *By June 2014, 70% of teachers will engage in professional development, planning and/or inquiry supported by partnerships with TCRWP and MITC, inclusive of Learning Communities and Calendar Days with MITC/TCRWP, and peer inter-visitations to support teacher understanding and integration language questioning and discussion strategies across the school.*

Using the Danielson Framework (Instructional Competency 3B), formal and informal observations and subsequent meetings, by June 2014 100% of teachers will be provided feedback based in instructional competencies to ensure class cultures where questions of high cognitive challenge are formulated by students and teachers.

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.

Comprehensive needs assessment Sources: NY State Assessment Data Spring 2013; NYC DOE Progress Report 2012-2013; TCRWP AssessmentPro Data September 2012-September 2013; Teacher Conferring Notes; 2012-13 Quality Review, Low Inference Teacher Observations/Evaluations; NYS Common Core Curriculum ELA and Mathematics, and the Danielson Framework.

The school's 2012-2013 Progress Report grades of A and B in performance and progress respectively, suggest curriculum growth for the school's academic programs when compared to Peer and City Horizon in overall implementation of the Common Core Learning Standards. Progress Report gains strongly suggest that we expand on and strengthen the curriculum planning and implementation strategies that were set in place in the 2012-2013 school

year. However, both Progress Report and NYS assessment data evidence the need in 2013-2014 to focus on curriculum and pedagogy in the upper elementary and middle school grades, especially in relation to relevant subgroups where there are achievement gaps, namely our students with disabilities, and our Hispanic and Black students. (See assessment data analysis below.)

NYS assessments of ELA and Mathematics, spring 2013, shows an overall decline in performance at levels 3 and 4 of 22%-29%, respectively when compared to school wide performance on State assessments in spring 2012. Given CCLS shifts in State assessment, it is not feasible to look at grade and cohort gains across years; however, trends in assessment show that performance across grades continues to remain strongest in elementary grades 3-5, with decline beginning at grades 5 and 6 and grade level proficiency at grades 7-8 well below.

With ICT, SETSS and Related Services programs, 20% of students are classified as students with disabilities (PR). We see gaps of 10%-14% in performance in ELA and Math respectively across grades 3-8 for SWD students that widen in the upper grades. Student performance by ethnicity, with approximately 17% Hispanic, 12% Black, 62% White, and 6% Asian, reflects gaps with grade 3-8 proficiency of White and Asian students approximately 20%-30% higher than their Black and Hispanic classmates. We also note a gender gap of 13% in mathematics, with 51.8% of boys at grade proficiency as compared to 38.9% of girls.

Gains in the school's 2012-2013 Progress Report indicate that school and faculty should continue to reflect on and revise instructional practices begun in 2012-2013 in order to better support all students. Continued professional development and inquiry should focus on differentiated instruction to support students in our lowest third by building routines for questioning and discussion, and also using protocols for LASW with understanding the cycle of instruction and meaningful assessment. The school is supported in this endeavor by partnerships with TCRWP, MITC, LCI, Urban Advantage, NYSunworks and I-Zone Network. The Danielson Framework, setting priorities on Instruction (Domain 3), is the tool for these professional conversations and growth.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. In collaboration with professional development partners (TCRWP, MITC and Lincoln Center Institute, NYSunworks, Urban Advantage, and I-Zone) grade and Inquiry teams and school leadership will continue to raise the level of questioning and learning tasks as they look at resulting student work through the lens of Danielson Competency 3B.
2. As part of our collaboration with TCRWP, Carl Anderson continues to conduct professional development workshops on site for literacy teachers/teams on grades 3-8, focused on conferring during writers workshop as a questioning and assessment tool so that teachers integrate higher order questioning and checks for understanding within an assessment accountability system.
3. Math Learning Communities provide opportunities for inter-visitation, focusing on structures/routines for providing feedback to students, including conferring, Gallery Walk and developing lines of questioning to support student modeling and argumentation during Math Congress.
4. Standing Inquiry Teams (Mathematics, Science & Arts) continue their work around curriculum & instruction, inclusive of Common Core, questioning, assessment, and LASW, engaging also in outreach to colleagues and the school community.
5. Beginning with 1:1 teacher interviews, formative observation; peer, mentor and lead teacher inter-visitation are based in questioning as measured against the Danielson rubric Domain 3 (3b).
6. The school continues to dedicate considerable time and resources to focusing differentiated instruction for students on grades 6-8 based in development of cross-curricular modules and our partnerships with the I-Zone Network.
7. Several teachers are skilled in their questioning and are able to ask questions that allow students to uncover what they currently know and use that knowledge and understanding in response to the question that is being asked, but also transfer learning across contexts. These teachers' best practices will be documented in the RTI Resource Well for colleagues to access as professional development and support in building questioning and discussion practice.
8. To build capacity of faculty and to support Universal Design for Learning and address the learning, physical and communication needs of our students with disabilities, the school will hold workshops focused on Specific ICT Models, including Parallel Teaching, Co-teaching/Team Teaching, Station Teaching, and Alternate Teaching as well as best practice of small group discussion and questioning to help students master learning and become expert learners.

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

1. All literacy, math, content area, cluster and special education/intervention teachers, (Grade and Vertical Teams) and school leadership, in partnership with staff

developers from TCWRP, MITC, NYSunWorks, Urban Advantage, LCI and the I-Zone Network.

2. All literacy and special education/intervention teachers, and school leadership in partnership with TCRWP staff developers.
3. Math teachers across grades K-8 (including Inquiry Team) and school leadership in partnership with MITC staff developers.
4. Teacher leaders on vertical math, science and arts inquiry teams Grade Teas across grades K-8, in partnership with MITC, NYSunworks, Urban Advantage, LCI and TCRWP, and school leadership
5. Mentor/mentee partnerships, lead teachers in math and literacy, inquiry teams, and school leadership, supported by partnerships with Network (CEI-PEA), TCRWP, MITC, LCI, NYSunWorks, Urban Advantage, and the I-Zone Network.
6. Grades 6-8 teachers across content areas and school leadership in partnership with the I-Zone Network.
7. RTI and PPT multi-disciplinary teams: School Psychologist, Guidance Counselor, Social Worker, Special Education, ESL and Intervention Teachers, Related Service Providers, school leadership, and classroom/content teachers on a rotational basis; these teams meet weekly.
8. ICT teaching teams (General and Special Education teachers and paraprofessionals); Related Service Providers, School Psychologist, and school leadership

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

6. Revised curriculum and Lesson/unit planning reflect assessment data and 2013-2014 Citywide Instructional Expectations. Lesson planning includes questioning strategies. Formative observation data reflects increased teacher understanding and competency in facilitating classroom discussions through authentic questioning.
7. Formative observation data reflects increased teacher understanding and competency in leading conferences through modeling and authentic questioning.
8. Participation in Learning Communities and Inquiry fosters a culture of perseverance in problem solving, mathematical modeling to understand, solve and prove, reasoning and argumentation, and analyzing and critiquing the reasoning of others.
9. Inquiry team investigations and sharing promote conversations that deepen school wide understanding of curriculum and instruction with a cohesive sequence of instruction across contents.
10. In the 2013-2014 school year, observations of classroom practice and mentor/mentee relationships inform teacher discussions and practice school wide so that lesson plans, learning tasks, prompts and teacher conferring notes, student work artifacts, post-its, Gallery Walks, and transcripts of teacher/student talk indicate that teachers and students are making connections that lead to transfer across learning contexts.
11. I-Zone & Modules:
12. The RTI partnership will follow up with the teacher within two weeks of their initial meeting to assess the student's progress, what was discovered in regards to the child's understanding of the concept through specific questioning strategies and the effectiveness of those strategies in terms of student progress.
13. Teams will be able to design lessons with multiple entry points, using questioning and discussion strategies that tap into the strengths and address the specific needs of students. Staff will utilize technology and design groupings based on data, entry point, interest, teaching point and ability levels.

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

1. Beginning in June 2013 and continuing to September-November 2013 planning and PD engaged grade, content and vertical teams, together with staff developers, and school leadership in curriculum development to reflect assessment data and 2013-2014 Citywide Instructional Expectations. Schedule/calendar of team common preps and weekly meetings is in place. Team planning and PD are scheduled monthly during half-day for professional development. Calendar/Schedules support ongoing professional development with TCWRP, MITC, LCI and other partnerships as well as teacher team meetings dedicated to questioning, conferring and looking at student work.
2. On-site professional development focusing on conferring during Writers' Workshop across grades 3-8 scheduled in two 3-day cycles: November 2013 and January 2014.
3. Four Math Learning Communities scheduled in two-day cycles from October 2013-February 2014
4. Inquiry Team Meetings scheduled monthly from September-June, during common preps, afterschool per session, and professional development meetings on monthly half-days.
5. In September/October, teacher meetings with school leadership provided opportunities for reflection on practice and for goal setting for the 2013-2014 academic year, with many teachers indicating questioning and discussion as an area for inquiry and growth. Formative classroom observations, mentoring and inter-visitation scheduled throughout the school year beginning in October 2013 and continuing to spring 2014.
6. Module curriculum planning begins in June of preceding year and continues to be refined throughout the year. Integrated curriculum modules are offered each quarter.
7. RTI /PPT: multi-disciplinary team meets weekly throughout the year. Additionally, team members meet with classroom/content teachers and make classroom visits to observe students and also support implementation of intervention strategies.
8. ICT teams meet weekly within grade teams, as classroom teams and in mentor/mentee meetings. Beginning in November/December ICT lead teachers will implement workshops to support colleagues in classroom collaboration and formats for delivering instruction in the ICT room. The workshops will also focus on modifications and

adaptations to curriculum that will support both students with disabilities and their general education peers.

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

1. Faculty participates in ongoing professional development and planning with TCWRP, NYSunWorks, Urban Advantage, LCI and the iZone Network as well as Grade Team and other Vertical Team meetings dedicated to curriculum planning, assessment and looking at student work.
2. Grades 3-8 teachers are grouped according to observations of conferences in their classrooms so they receive differentiated support during Carl Anderson's visits. Within these partnerships and groupings Mr. Anderson can teach into next steps that would raise the level of their questioning during conferences
3. Math Learning Communities engage lead and new teachers across grades in inter-visitation with the lens of looking at routines that promote Math Practice Standards (perseverance, modeling, analyzing and critiquing the arguments of others.)
4. Cross-grade and grade level Inquiry is supported through partnerships with TCRWP, MITC, NYSunworks, Urban Advantage and LCI. Lead teachers in mathematics and arts across grades base inquiry on assessment of Math Practice Standards (Math) and Capacities for Imaginative Learning (ARTS).
5. As much as possible, formative observations and mentor/mentee collaborations are conducted within the lens of 'critical friend,' engaging school leadership and lead teachers in supporting colleagues. Mentor/mentee planning time and inter-visitation are supported through scheduling.
6. I-Zone & Modules:
7. RTI/ PPT team is a collaborative, multi-disciplinary special education team that focuses on identifying strategies to raise student performance, with the development of formats for teachers to share modifications and best practice, thereby providing professional development and informing instruction for all students.
8. ICT Teams include classroom general and special education teachers and paraprofessionals. Multiple Related Service Providers support children in the program and support teachers and paraprofessionals in modifying curriculum and instruction. As with RTI/PPT, the school wide ICT team is multi-disciplinary, with supports and input from school leadership, SBST, Guidance, SETSS, ESL and Intervention 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).

Engage families in support of their children's education. *Our first partners and collaborators are families. Since its founding, families have been partners with their child's teachers in setting and attaining goals for children's growth, with the school leadership in establishing and setting goals for school and program growth, and with other families in helping the school to support all our children. This is demonstrated daily in the "open classroom" environment where families are welcomed and encouraged to participate in classroom activities (noted in goals above) as well as grade sings, field trips and Town Hall meetings. In addition, the executive team meets regularly with PTA/SLT, school leadership and staff to assess school needs and initiate plans to address them. In 2013-14, for example, families are working with school leadership to enrich science program throughout the grades.*

Share Information with Families about Educational Programs. *Given the importance of partnerships that enrich the school and teaching environment, for 2013-14, the SLT and PTA will seek to make families more aware of and involved in school partnerships with TCRWP, MITC, NYSunWorks, LCI and the I-Zone360 Network that support student and teacher growth.*

Increase awareness of professional development and opportunities to support and celebrate teachers. *Friends of Manhattan School for Children works with school leadership to support professional development of teachers (ex, funds made available for TCRWP, MITC). Additionally, families work with school leadership to find opportunities to celebrate the work and dedication of faculty (ex, Sunshine Committee).*

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.

- Tax Levy
- Grants

CFN support and The Friends of Manhattan School for Children (PA's not-for-profit) fund raising and grant development fully supports professional development partnerships with Math-in-the-City, TCRWP, NYSunworks, Urban Advantage and LCI. Additionally, these partners match school fund raising through their own grant development programs.

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.

Annual Goal #4 Monitoring Teacher Effectiveness

In order to improve teacher effectiveness, including those teachers new to the school or profession, and impact student achievement and engagement, by June 2014 school leadership will ensure meaningful formative feedback and next steps for 100% of teachers based in frequent cycles of formative classroom observations and collaborative professional development. The Danielson Framework is the tool by which faculty and school leadership collaboratively gauge teacher effectiveness.

- *In fall 2013 and again in spring 2014, 100% of teachers will review and reflect on their professional practice relative to components of the Danielson Instructional Domain (3) and articulated goals for improvement of practice. Teacher goals will inform professional conversations with colleagues and school leadership, including formal and informal observations (Domain 4, Professional Responsibilities.)*
- *A schedule of professional development, formal and informal observations will provide for feedback, mentoring and support for 100% of faculty focusing on Danielson Framework Competencies, Domains 2 and 3, Classroom Environment and Instruction, and Domain 4, Professional Responsibilities.*

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.

Comprehensive needs assessment Sources: NY State Assessment Data Spring 2013; NYC DOE Progress Report 2012-2013; TCRWP Assessment Pro Data September 2012-September 2013; Teacher Conferencing Notes; 2012-13 Quality Review, Low Inference Teacher Observations/Evaluations; NYS Common Core Curriculum ELA and Mathematics, and the Danielson Framework.

The school's 2012-2013 Progress Report grades of A and B in performance and progress respectively, suggest curriculum program growth for the school when compared to Peer and City Horizon in overall implementation of the Common Core Learning Standards. Progress Report gains strongly suggest that we expand on and strengthen the curriculum planning and implementation strategies that were set in place in the 2012-2013 school year. However, both Progress Report and NYS assessment data evidence the need in 2013-2014 to focus on curriculum and pedagogy in the upper elementary and middle school grades, especially in relation to relevant subgroups where there are achievement gaps, namely our students with disabilities, and our Hispanic and Black students. (See assessment data analysis below.)

NYS assessments of ELA and Mathematics, spring 2013, shows an overall decline in performance at levels 3 and 4 of 22%-29%, respectively when compared to school wide performance on State assessments in spring 2012. Given CCLS shifts in State assessment, it is not feasible to look at grade and cohort gains across years; however, trends in assessment show that performance across grades continues to remain strongest in elementary grades 3-5, with decline beginning at grades 5 and 6 and grade level proficiency at grades 7-8 well below.

With ICT, SETSS and Related Services programs, 20% of students are classified as students with disabilities (PR). We see gaps of 10%-14% in performance in ELA and Math respectively across grades 3-8 for SWD students that widen in the upper grades. Student performance by ethnicity, with approximately 17% Hispanic, 12% Black, 62% White, and 6% Asian, reflects gaps with grade 3-8 proficiency of White and Asian students approximately 20%-30% higher than their Black and Hispanic classmates. We also note a gender gap of 13% in mathematics, with 51.8% of boys at grade proficiency as compared to 38.9% of girls.

Gains in the school's 2012-2013 Progress Report indicate that school and faculty should continue to reflect on and revise instructional practices begun in 2012-2013 in order to better support all students. Continued professional development and inquiry should focus on differentiated instruction to support students in our lowest third by building routines for questioning and discussion, and also using protocols for LASW with understanding the cycle of instruction and meaningful assessment. The school is supported in this endeavor by partnerships with TCRWP, MITC, LCI, Urban Advantage,

NYSunworks and I-Zone Network. The Danielson Framework, setting priorities on Instruction (Domain 3), is the tool for these professional conversations and growth.

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.

1. Strategies/activities that encompass the needs of identified subgroups

- 1. Formative observations support teachers in meeting professional goals. School leadership routinely visits classrooms to gather low inference data that measures the effectiveness of teacher practice, informs professional conversations and guides professional development. Formative observations (new and tenured teachers) are focused primarily in Danielson Domain 3, Instruction and QR Instructional Core indicators 1.1, 1.2 and 2.2.*
- 2. Teacher leaders are assigned to be mentors for colleagues across grades and contents. Mentoring by lead teachers, supports colleagues in meeting professional goals. Teacher leaders visit classrooms, plan and meet with colleagues to support them in meeting instructional goals. Lead teacher inter-visitations are focused primarily in Danielson Domain 3, Instruction and QR Instructional Core indicators 1.1, 1.2 and 2.2.*
- 3. Ongoing professional development is focused on curriculum development and pedagogy based in CCLS and Danielson Framework is supported by partnerships Teachers College Reading and Writing Project, our ELA partner, Mathematics-in-the-City, our Math partner, the I-Zone Network, Lincoln Center Institute, NYSunworks, Urban Advantage.*
- 4. Professional inquiry is focused on looking at student work and trends in data, sharing of best practice in meeting needs of special and general education students, and employing instructional strategies across content (literacy, mathematics, social studies, science and the arts) that align to the Danielson Framework and CCLS. Opportunities across the school year for study deepen collective practice began in spring and fall 2013 with mathematics inquiry (algebraic thinking, and Math Practices: mathematical modeling and argumentation) and arts Inquiry (Capacities for Imaginative Learning and Embodiment) and revision of Science curriculum*
- 5. The RTI Committee will support teachers in designing curriculum based on their on-going assessments of their students and provide strategies to help teachers be flexible and responsive based on their students' understanding of specific concepts (Danielson 3F)*
- 6. To build capacity of faculty and to support Universal Design for Learning and address the learning, physical and communication needs of our students with disabilities, the school will hold workshops and formative observations in ICT rooms will be focused on Specific ICT Models, including Parallel Teaching, Co-teaching/Team Teaching, Station Teaching, and Alternate Teaching and best practice in small group discussion and questioning to help students master learning, to become expert learners.*

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

- 1. School Leadership and all teachers*
- 2. Mentor and mentee teachers*
- 3. All literacy, math, content area, cluster and special education/intervention teachers, (Grade and Vertical Teams) and school leadership, in partnership with staff developers from TCWRP, MITC, NYSunWorks, Urban Advantage, LCI and the I-Zone Network.*
- 4. Teacher leaders on vertical math, science and arts inquiry teams, Grade Teams across grades K-8, and school leadership conduct inquiry in partnership with MITC, NYSunworks, Urban Advantage, LCI and TCRWP.*
- 5. RTI and PPT multi-disciplinary teams: School Psychologist, Guidance Counselor, Social Worker, Special Education, ESL and Intervention Teachers, Related Service Providers, school leadership, and classroom/content teachers on a rotational basis; these teams meet weekly.*
- 6. ICT teaching teams (General and Special Education teachers and paraprofessionals); Related Service Providers, School Psychologist, and school leadership*

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

1. *Formative observation data reflects increased teacher understanding and competency across Danielson instructional Domains; observations provide low inference evidence of best practice across the school community and constructive feedback that raises teachers practice to ensure greater consistency in instruction for students at all grade levels. Teacher lesson and grade/content team curriculum plans are informed by looking at students' work and Danielson rubric Domain 3.*
2. *Mentor/mentee relationships inform teacher discussions and practice so that lesson plans, learning tasks, prompts and teacher conferring notes, student work artifacts, post-its, Gallery Walks, indicate that teachers and students are making connections that lead to transfer across learning contexts.*
3. *Revised curriculum and lesson/unit planning reflect assessment data and 2013-2014 Citywide Instructional Expectations, including questioning and discussion strategies. Formative observation data reflects increased teacher understanding and competency in planning lessons and facilitating classroom discussions through authentic questioning.*
4. *Inquiry team investigations and sharing promote conversations that deepen school wide understanding of curriculum and instruction with a cohesive sequence of instruction across contents. Collaborative teacher inquiry is informed by the Danielson framework of Professional Learning and Responsibility: looking at data and student work and sharing expertise through inter-classroom visitations and common planning.*
5. *A member of the RTI committee will participate in grade team meetings at various points in the school year. These teachers will engage in professional conversations around ways in which they could help support teachers and grade teams in providing tools, sharing best practices and bringing the group's concerns to the larger RTI committee.*
6. *Formative observations will demonstrate that teacher teams are able to design lessons with multiple entry points that address the specific needs of students and also utilize technology and design groupings based on data, entry point, interest, teaching point and ability levels.*

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

6. *Professional development based in the Danielson Framework began in the 2011 and 2012 school years with grade team meetings, and individual teacher surveys reflecting on Domains 2 and 3, Classroom Environment and Instruction. During September/October 2013 individual teacher meetings with school leadership provided opportunities for teacher reflection and goal setting based on Danielson competencies. Formative observations and professional conversations are ongoing throughout the year with exit conversations late in the spring semester.*
7. *In the fall teacher leaders and mentors were assigned to support colleagues who are probationary teachers. These relationships are maintained during the school year with regular weekly planning meetings and inter-visitations.*
8. *Beginning in September, a calendar/schedules of ongoing professional development with partner organizations as well as teacher team meetings is maintained. The PD calendar includes peer mentoring, collegial exchanges, and inter-visitations. This calendar includes MITC Learning Communities and TCRWP Calendar Days as well as on-site professional development.*
9. *Inquiry Team Meetings scheduled monthly from September-June, during common preps, afterschool per session, and professional development meetings on monthly half-days.*
10. *RTI /PPT: multi-disciplinary team meets weekly throughout the year. Additionally, team members meet with classroom/content teachers and make classroom visits to observe students and also support implementation of intervention strategies.*
11. *ICT teams meet weekly within grade teams, as classroom teams and in mentor/mentee meetings. Beginning in November/December ICT lead teachers will implement workshops to support colleagues in classroom collaboration and formats for delivering instruction in the ICT room. The workshops will also focus on modifications and adaptations to curriculum that will support both students with disabilities and their general education peers.*

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

1. *Using the Danielson Framework as our primary tool, school leadership and faculty engage in cycles of low inference classroom visits to collect evidence of best practice across the school community and to offer constructive feedback that raises teachers practice and*

ensures greater consistency in instruction for students at all grade levels.

2. *Mentor/mentee collaborations are conducted within the lens of 'critical friend,' engaging school leadership and lead teachers in supporting colleagues. Planning time and inter-visitation are supported through scheduling.*
3. *Faculty participates in ongoing professional development and planning with TCWRP, NYSunWorks, Urban Advantage, LCI and the iZone Network as well as Grade Team and other Vertical Team meetings dedicated to curriculum planning, assessment and looking at student work.*
4. *Cross-grade and grade level Inquiry is supported through partnerships with TCRWP, MITC, NYSunworks, Urban Advantage and LCI. Lead teachers in mathematics and arts across grades base inquiry on assessment of Math Practice Standards (Math) and Capacities for Imaginative Learning (ARTS).*
5. *RTI/ PPT team is a collaborative, multi-disciplinary special education team that focuses on identifying strategies to raise student performance, with the development of formats for teachers to share modifications and best practice, thereby providing professional development and informing instruction for all students.*
6. *ICT Teams include classroom general and special education teachers and paraprofessionals. Multiple Related Service Providers support children in the program and support teachers and paraprofessionals in modifying curriculum and instruction. As with RTI/PPT, the school wide ICT team is multi-disciplinary, with supports and input from school leadership, SBST, Guidance, SETSS, ESL and Intervention teachers.*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental 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).

Engage families in support of their children's education. Our first partners and collaborators are families. Since its founding, families have been partners with their child's teachers in setting and attaining goals for children's growth, with the school leadership in establishing and setting goals for school and program growth, and with other families in helping the school to support all our children. This is demonstrated daily in the "open classroom" environment where families are welcomed and encouraged to participate in classroom activities (noted in goals above) as well as grade sings, field trips and Town Hall meetings. In addition, the executive team meets regularly with PTA/SLT, school leadership and staff to assess school needs and initiate plans to address them. In 2013-14, for example, families are working with school leadership to enrich science program throughout the grades.

Share Information with Families about Educational Programs. Given the importance of partnerships that enrich the school and teaching environment, for 2013-14, the SLT and PTA will seek to make families more aware of and involved in school partnerships with TCRWP, MITC, NYSunWorks, LCI and the I-Zone360 Network that support student and teacher growth.

Increase awareness of professional development and opportunities to support and celebrate teachers. Friends of Manhattan School for Children works with school leadership to support professional development of teachers (ex, funds made available for TCRWP, MITC). Additionally, families work with school leadership to find opportunities to celebrate the work and dedication of faculty (ex, Sunshine Committee).

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.

- Tax Levy
- Grants

CFN support and The Friends of Manhattan School for Children (PA's not-for-profit) fund raising and grant development fully supports professional development partnerships with Math-in-the-City, TCRWP, NYSunworks, Urban Advantage and LCI. Additionally, these partners match school fund raising through their own grant development programs.

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.

Build on our organization of a collaborative school environment by renewing and expanding school practice of Responsive Classroom/Origins program that embodies the main philosophical ideal of the school, i.e., a Humanistic Approach to Learning. By June 2014 school year there will be 100% school wide implementation of Responsive Classroom/Origins community building in classrooms and across the school environment, as measured across they year by classroom observation (Danielson Domain 2) and participation in Responsive Classroom School Wide Congress/Town Hall Meetings:

- Beginning in September 2013 Responsive Classroom practice of Morning Meeting/Circle of Power and Respect will be implemented at the start of the school day; by June 2014 this practice will be evidenced in 100% of K-6 classrooms, through observation, walk-through and teacher artifacts. The Morning Meeting will include structures for community building and collaborative learning as well as the creation and ongoing revision of students' Academic and Social Hopes and Dreams (Goals and Declarations).*
- Beginning in September 2013 Advisory will be implemented in Academy classrooms, grades 7 & 8, students will participate in small group Advisory 3 times a week where community building and the creation of Academic and Social Goals and Declarations will be the initial focus. By June 2014 this practice will be evidenced in 100% of grade 7 & 8 classes as evidenced by Academy PD notes and meetings, observations and teacher artifacts.*
- Communicate school philosophy of responsive classrooms to families, how they can be involved and reinforce school-home activities.*
- Based in classroom rules building, students and faculty at all grades will participate in School Wide Congress and Town Hall Meetings, which will convene throughout the year. Together with Student Government and ARISTA, this venue will build school identity, reinforce commitment to the Golden Rule, and celebrate student achievement across curriculum, including the arts, sciences, technology and sports.*

Comprehensive Needs Assessment

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.

*Sources: NYC DOE Progress Report 2012-2013; 2012-2013 School Survey Report; 2012-13 Quality Review
Manhattan School for Children's ongoing commitment to a humanistic approach to education is ever present and requires an ongoing focus on community-classroom responsiveness strategies. Based on 2012-13 School Environment Survey, areas on communication and community building can be strengthened. Strategies used in lower grades, such as engaging children as 'up-standers' (vs. bystanders) and their role in creating a responsive community can also be explored for possible replication or integration to school-wide activities.*

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.

2. Strategies/activities that encompass the needs of identified subgroups

- The first six weeks of school in all K-8 classrooms establish classroom environments as communities of learners, promoting norms and routines, including setting individual Hopes and Dreams as initial Academic/Social goal setting and establishing the Classroom rules based in the Golden Rule.*
- Morning Meeting/Circle of Power and Respect (K-6) and Advisory (7-8) are implemented at all grades and classrooms.*
- To ensure that all teachers have a working understanding of and can implement Responsive Classroom/Origins, trained staff will incorporate RC practices and language into classroom practice and team planning. New teachers will work with mentors to plan for Morning Meeting and Advisory and will also participate in professional development, inter-visitation and RC/Origins workshops, as available.*
- Covey's 7 Habits Happy Kids/Effective Teens are integral to Responsive Classroom/Origins practice during advisory and classroom morning meetings/circle of power. The 7 Habits support student organization and ownership of their learning, listening skills and ability to negotiate*

arguments with peers.

5. *Every class has a Learning Buddy Class to fully integrate weekly opportunities for cross-age activities and learning.*
6. *Implement and refine Student Congress and Town Hall Meetings to facilitate creation of school wide rules based in precepts of Responsive Classroom and the Golden Rule.*
7. *Implement Student government, ARISTA, cross-grade buddy classes and school-wide literacy, arts and science projects, including LCI, Responsive Classroom/Origins, TCRWP, MITC and Greenhouse curriculum.*
8. *Develop a series of curriculum-based family workshops showing impact of Responsive Classroom approach to building school community as well as impact of Common Core Standards in developing curricula. Workshops can focus on language to foster social and personal responsibility (remind, redirect); discipline/bullying (School and DOE Standards, both in and out of classroom); Kindness Campaign and Leadership.*

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

1. *All faculty*
2. *All classroom and content area teachers and administrators.*
3. *Mentor teachers trained in RC and Origins; mentee teachers; administrative scheduling and support.*
4. *All classroom and content area teachers.*
5. *All classroom and content area teachers.*
6. *Cluster teachers, student congress, and classroom and content area teachers; administrative scheduling and support.*
7. *Academy Facilitators of Arista, Community and Academic Partners, classroom, content area and cluster teachers; administrative scheduling and support*
8. *SLT, PA, Faculty, Community and Academic Partners, Teacher Inquiry Teams*

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

1. *Classroom rules/Golden Rule are posted in all classrooms as evidenced by observation, learning walks and checklists*
2. *Morning Meeting/Circle of Power and Respect (K-6) and Advisory (7-8) are implemented at all grades and classrooms as evidenced by observation and class Schedules (Flow of Day)*
3. *Calendar of mentoring, professional development and faculty meetings to support classroom community building and Responsive Classroom/Origins*
4. *Teacher plans and student work/reflections, particularly in advisory, will evidence teaching and understanding of 7Habits.*
5. *Inter-age class buddies established across grades K-8, as evidenced by Class Buddies chart and class schedules and planning/participation in Town Hall and other collaborative programs.*
6. *Calendar of Rules Congress and Town Hall Meetings; each year provides opportunity for revision of MSC Song, cheers and School Wide Rules through Congress and Town Hall. Development of school-wide rules.*
7. *Calendar reflects planning and implementation of ARISTA, cross-grade buddy classes, Responsive Classroom/Origins and literacy, arts, math and science programs. High student engagement across grades as evidenced by attendance, work products and reflection.*
8. *Calendar of parent events and surveys reflect family participation and engagement.*

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

1. *Building classroom community begins during the first six weeks of school (September-October), but is ongoing through to June. Timeline and supports are outlined during initial Faculty Conference Day in September.*
2. *Establishing Morning Meeting/COP and Advisory routines begins during the first six weeks of school (September-October), but is ongoing*

through to June.

3. *Begins with teacher meetings in September and is ongoing through to June.*
4. *Establishing curriculum for Morning Meeting/COP and Advisory routines begins during the first six weeks of school (September-October), but is ongoing through to June.*
5. *Established in October; buddy classes meet weekly and frequently participate in Town Hall and other projects together through to June.*
6. *Town Hall planning begins in September with meetings of Student Congress to refine and distil school rules, with the first Town Hall meetings in October and then once a month through to June.*
7. *Program planning with faculty and partner organizations begins in June of preceding year and is ongoing. Implementation begins with the new school year and extends to June.*
8. *The first workshop around that Habits of Mind and Language used to support the Common Core was held in October. Subsequent workshops are being planned and will continue to spring 2014.*

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

6. All faculty; PD supports are outlined during initial Faculty Conference Day in September and during subsequent PD days, including grade team meetings and half-day Friday for Professional Development; classroom observations and meetings with administrators.
7. All classroom and content area teachers and administrators; process outlined during initial Faculty Conference Day in September and during subsequent PD days, including grade team meetings and half-day Friday for Professional Development; classroom observations and meetings with administrators.
8. Mentor teachers trained in RC and Origins; mentee teachers; administrative scheduling and support. Mentee/mentor teacher meetings; classroom observations and meetings with administrators.
9. All classroom and content area teachers; supported in grade team, cross-grade team, Academy and Town Hall planning meetings.
10. All classroom and content area teachers; supported in grade team, cross-grade team, Academy and Town Hall planning meetings.
11. Cluster teachers, student congress, and classroom and content area teachers; administrative scheduling and support.
12. Supported through Faculty collaborations with Community and Academic Partners and administrative scheduling and support
13. Supported through SLT, PA, Faculty, Community and Academic Partners, Teacher Inquiry Teams

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).

- ***Engage families in support of their child's education.*** *MSC's philosophy on humanistic learning is core to its educational approach and focus on responsive classrooms. In 2013-14, families will be increasingly involved in opportunities to learn about Responsive Classrooms/Origins programs and ways that teachers work within classrooms to model and implement community-building. This includes teachers' work in early months of each school year to focus children on their classroom community, and finding increasing ways to involve families in this process. For example, in K-1, teachers often support family dialogues about their children and ways that they are similar and different (ex. some children use a wheelchair, some walk to school) or family sings that showcase the Golden Rule, in order to provide families with supportive language that mirrors responsive classrooms. Teachers also welcome and encourage families to volunteer in classrooms as guest speakers and participate as chaperones on field trips, which support family involvement in responsive classroom strategies and community-building.*
- ***Share Information with Families about Educational Programs.*** *School will continue to share information with families about school-wide expectations and activities (such as Town Hall "Rules Congress." Wherever possible, tools will be shared that help families support teaching methods and responsive classroom/origins philosophy in the home environment. School will continue to involve families in identifying issues that may need (ex., bullying and Kindness Campaign) and to work with teachers and families to develop strategies or enhancements that support positive student behavior and supportive community building. Based on the low parent participation in the School Environment Survey, SLT/PTA will work to increase family responsiveness to survey and work with families to promote areas which were rated lower than expected (ex., communication) Curriculum nights are also used to share information with parents on strategies in the home to support NYC learning areas (eg, argumentation) and how responsive classroom strategies support learning standards. In 2013-14, the faculty and staff will identify additional opportunities to communicate regularly to families on how and what the school does within the classroom surrounding responsive classroom and community-building/expectations. This may include live-*

streaming Town Halls, adding information in Welcome and Curriculum Night packets and giving tips to parents volunteering at recess.

Increase family participation in end-of-year survey. PA and SLT will identify additional ways to increase family response to end-of-year survey (eg, tabling in lobby or outside classrooms, use of classroom parents etc.)

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.

- *Tax Levy*
- *Grants*

CFN support and The Friends of Manhattan School for Children (PA's not-for-profit) fund raising and grant development fully supports professional development partnerships with Math-in-the-City, TCRWP, NYSunworks, Urban Advantage and LCI. Additionally, these partners match school fund raising through their own grant development programs.

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	<p>Tier I Intervention: Universal Intervention: Students performing in school's lowest third are referred to RTI committee; in-class interventions are explored and implemented during Literacy Workshop and literacy blocks to promote differentiated instruction in all ELA classes.</p> <p>Tiers II & III Interventions: Individualized and Intensive Interventions: Students are referred to RTI and PPT committees interventions in-class with classroom teacher, as well as extended day and small group or 1:1 interventions with specialists are put in place.</p>	<p>Tier I Intervention: mini-lesson; guided practice; conferring, strategy groups; guided reading; partner and small group work; book clubs; word sorts and word study (Cunningham, Bears-Words Their Way).</p> <p>Effectiveness of Tier I intervention is determined through conferring, running records and writing assessments against developmental rubrics. Students who do not appear to benefit from Tier I are referred for Tier II intervention.</p> <p>Tiers II & III Interventions:</p> <ul style="list-style-type: none"> ○ Reading Rescue 1:1 tutoring grade 1 with a trained teacher or paraprofessional, 3 times a week. ○ Small group instruction (Guided Reading and Writing) with classroom and literacy intervention teachers, special education teachers, and trained America Reads tutors, student teachers and paraprofessionals. ○ At-risk support with Special Education teachers, using Wilson or Foundations program, as determined by student's learning style. ○ Extended day (37.5 minutes 3 X a week in small groups with classroom, cluster, special education, Literacy Intervention, and ESL teachers and trained paraprofessionals.) Programs: Reading Rescue, Readworks, Words Their Way, Voices, Foundations, and Wilson. <p>Small Blended Learning groups day provide 7th and 8th grade students with</p>	<p>Tier I Intervention: During the school day during ELA workshop.</p> <p>Tiers II & III Interventions: During the school day during ELA workshop, push-in and pull-out sessions with specialists and during the extended day period (37.5 minutes, 3 times weekly Monday-Wednesday)</p>

		<p>support in preparation for Exit Projects, project work in content areas and in meeting targeted learning goals.</p>	
<p>Mathematics</p>	<p>Tier I Intervention: Universal Intervention: Students performing in school's lowest third are referred to RTI committee; in-class interventions are explored and implemented during Mathematics Workshop to promote differentiated instruction in all Mathematics classes.</p> <p>Tiers II & III Interventions: Individualized and Intensive Interventions: Students are referred to RTI and PPT committees; interventions in-class with classroom teacher, as well as extended day and small group or 1:1 interventions with specialists are put in place.</p>	<p>Tier I Intervention: Math congress; guided practice; partner and small group work; Gallery Walk; conferring; math vocabulary and math tool kit; Dreambox Online application to support integration of math models.</p> <p>Effectiveness of Tier I intervention is determined through conferring, and assessments of math proofs against developmental rubrics and Practice Standards. Students who do not appear to benefit from Tier I are referred for Tier II intervention.</p> <p>Tier II & III Interventions:</p> <ul style="list-style-type: none"> ○ Small group instruction and at-risk support with Special Education teachers. ○ Extended day (37.5 minutes 3 X a week in small groups with classroom, special education, and math content area teachers.) <p>Small Blended Learning groups provide 7th and 8th grade students with support in ongoing project work and in meeting targeted learning goals.</p>	<p>Tier I Intervention: During the school day during Mathematics workshop.</p> <p>Tiers II & III Interventions: During the school day during Mathematics workshop, push-in and pull-out sessions with specialists and during the extended day period (37.5 minutes, 3 times weekly Monday-Wednesday)</p>
<p>Science</p>	<p>Tier I Intervention: Universal Intervention: Students performing in school's lowest third are referred to RTI committee; in-class interventions are explored and implemented during Science periods and ELA workshop to promote differentiated instruction.</p> <p>Tiers II & III Interventions: Individualized and Intensive Interventions: Students are referred to RTI and PPT committees interventions in-class with classroom teacher, as well as extended day and small group or 1:1 interventions with specialists are put in place.</p>	<p>Tier I Intervention: mini-lesson; guided practice; conferring, strategy groups; guided reading; partner and small group work; book clubs; Academic Vocabulary study.</p> <p>Effectiveness of Tier I intervention is determined through conferring, running records and non-fiction writing assessments against developmental rubrics. Students who do not appear to benefit from Tier I are referred for Tier II intervention.</p> <p>Tiers II & III Interventions:</p> <ul style="list-style-type: none"> ○ Small group instruction (Guided Reading and Writing) with classroom, 	<p>Tier I Intervention: During the school day during Science periods and ELA workshop units focused on Non-Fiction Reading and Writing.</p> <p>Tiers II & III Interventions: During the school day during Science periods and ELA workshop units focused on Non-Fiction Reading and Writing, push-in and pull-out sessions with specialists and during the extended day period (37.5 minutes, 3 times weekly Monday-Wednesday)</p>

		<p><i>content area and literacy intervention teachers, language and special education teachers, and trained America Reads tutors, focused building strategies and organizational skills in non-fiction reading and writing.</i></p> <ul style="list-style-type: none"> ○ <i>Extended day (37.5 minutes 3 X a week in small groups with classroom, cluster, special education, Literacy Intervention, and ESL teachers.) Programs include: TCRWP Non-Fiction Units, Readworks, and Voices. Extended day instruction in content areas is focused on building students' strategic and organizational skills in content area (non-fiction) reading and writing.</i> <p><i>Small Blended Learning groups day provide 7th and 8th grade students with support in preparation for Exit Projects, project work in content areas and in meeting targeted learning goals.</i></p>	
<p>Social Studies</p>	<p>Tier I Intervention: Universal Intervention: <i>Students performing in school's lowest third are referred to RTI committee; in-class interventions are explored and implemented during Social Studies periods and ELA workshop to promote differentiated instruction.</i></p> <p>Tiers II & III Interventions: Individualized and Intensive Interventions: <i>Students are referred to RTI and PPT committees; interventions in-class with classroom teacher, as well as extended day and small group or 1:1 interventions with specialists are put in place.</i></p>	<p>Tier I Intervention: <i>mini-lesson; guided practice; conferring, strategy groups; guided reading; partner and small group work; book clubs; Academic Vocabulary study.</i></p> <p><i>Effectiveness of Tier I intervention is determined through conferring, running records and non-fiction writing assessments against developmental rubrics. Students who do not appear to benefit from Tier I are referred for Tier II intervention.</i></p> <p>Tiers II & III Interventions:</p> <ul style="list-style-type: none"> ○ <i>Small group instruction (Guided Reading and Writing) with classroom, content area and literacy intervention teachers, language and special education teachers, and trained America Reads tutors, focused building strategies and organizational skills in non-fiction reading and writing.</i> 	<p>Tier I Intervention: <i>During the school day during Social Studies periods and ELA workshop units focused on Non-Fiction Reading and Writing.</i></p> <p>Tiers II & III Interventions: <i>During the school day during Social Studies periods and ELA workshop units focused on Non-Fiction Reading and Writing, push-in and pull-out sessions with specialists and during the extended day period (37.5 minutes, 3 times weekly Monday-Wednesday)</i></p>

		<ul style="list-style-type: none"> o <i>Extended day (37.5 minutes 3 X a week in small groups with classroom, cluster, special education, Literacy Intervention, and ESL teachers.) Programs include: TCRWP Non-Fiction Units, Readworks, and Voices. Extended day instruction in content areas is focused on building students' strategic and organizational skills in content area (non-fiction) reading and writing.</i> <p><i>Small Blended Learning groups day provide 7th and 8th grade students with support in preparation for Exit Projects, project work in content areas and in meeting targeted learning goals.</i></p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><i>Students are referred to RTI and PPT committees, which include Guidance Counselor, School Psychologist and Social Worker; in-class, small group and/or 1:1 interventions with one of these specialists are put in place.</i></p>	<p>Guidance Counselor, School Psychologist and Social Worker: <i>provide services to students based on their needs and the needs of the school: Individual, Group and Family Counseling, Crisis Intervention and support and consultation to school staff on developing strategies for working with at-risk students, on an as needed basis.</i></p>	<p><i>During the school day and in some cases, during extended day period.</i></p>

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

- 9. All elements of the *All Title I Schools* section must be completed*.
- 9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 10. 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;

Manhattan School for Children Expectations and Responsibilities for Learning

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

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

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

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

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

PRINCIPAL'S RESPONSIBILITIES

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

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

- Facilitate the continuity and transition between the school day and school calendar year and extended day or extended year programs.

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

FACULTY RESPONSIBILITIES

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

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

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

FAMILIES' RESPONSIBILITIES

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

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

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

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

- Support teachers' decisions regarding travel arrangements and safety issues.
- Arrange for childcare for infants and toddlers in order to remain focused on students in the class and in the family member's group. Parents are asked not to bring siblings on school trips.
- Inform the classroom teachers of their availability as soon as possible.

- Treat all students in the class, including their own, fairly and equally and consult with the classroom teacher should there be any questions about trip routines or procedures.

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

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

STUDENTS' RESPONSIBILITIES

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

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

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

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

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

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

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

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

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

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

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

- Respect, listen to and follow directions of adults in charge (MSC staff and cafeteria workers).
- Move through the lunch line in an orderly and respectful manner. Walk in the cafeteria.
- Choose a table where s/he can enjoy conversation with friends and remain at that table.
- Use a quiet indoor voice when talking with friends at the table.
- Ask for permission to leave the cafeteria. (Students may not leave the basement during lunch.)
- Be respectful of food and environment. (Do not throw or otherwise waste food.)
- Clean up table area, stack chairs and dispose of trash properly at the end of the lunch period.

- Line up quickly and quietly when asked to do so.
- Each Academy student who is leaving the building for lunch will carry his/her MSC student ID and will return for afternoon classes on time.

INTERVENTIONS AND CONSEQUENCES

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

- The teacher reminds the student of the rule and redirects or gives the student a warning.
- The teacher will set a conditional or fixed-interval time-out. In a conditional time-out, the teacher asks the student to leave the group until s/he is ready to come back. When the student returns, the teacher asks, "Are you ready? What do you need to do to come back?"
- In a fixed-interval time-out, the teacher asks the student to leave the group for a fixed amount of time. The student may continue to do his/her work in a separate area of the classroom.
- Depending on grade, the student should write about the behavior that led to the time-out. This may take place at the time of the incident. This writing helps the student to review the situation that led to the time-out, make a plan and prepare to talk with the teacher and also helps the teacher assess the student's understanding of the situation. There is a two-way conference with the student and teacher. A plan is agreed to for resolving the problem.
- After two such events, a copy of the student's anecdotal and plan may be sent home for family members to read, discuss with the child, and sign. The teacher will contact family members at this time to enlist support for the child's intervention.
- The teacher will make necessary adjustments in the classroom, provide positive reinforcement, redirect the student, help the student to preview and think through situations, and remind the student of the classroom rules and the plan they put in place together. The teacher will also maintain contact with the family, relaying positive as well as any negative classroom behaviors.
- The teacher must complete the *Student Removal Form* when the student is so disruptive that he/she must be removed from class. This form is to be submitted to the office no later than the end of the school day on which the disruption occurred.
- There is a three-way conference with the family, student and teacher. The behavior report(s) and individual plan(s) are reviewed and a plan is made for resolving the problem, which includes at-home interventions and communications between the family and teacher. Where appropriate, the student may be referred to the school Pupil Personnel Team to consider evaluation for counseling, and/or other services.
- Teacher fills out a *Student Removal Form*. The Principal or designee conducts a four-way conference with the family, student and teacher, enabling student and family to hear the teacher's account of the incident and present their explanation of the event(s). Guidance or school support personnel may be asked to participate. Participants identify further intervention strategies and the Principal determines when and how the student will be returned to class.
- Depending on the situation and the child's age and previous conduct, the Principal may initiate an In-house or Principal's or Superintendent's Suspension as per guidelines set forth in the *City-wide Standards of Disciplinary and Intervention Measures* (Discipline Code). Families and student will be notified and the given an opportunity to respond during a suspension conference.

8. .

**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 3	Borough Manhattan	School Number 333
School Name Manhattan School for Children		

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 Claudine Cassan-Jellison, IA	Assistant Principal Darlene Dooley
Coach type here	Coach type here
ESL Teacher Katy Bowen	Guidance Counselor Michelle Regalado
Teacher/Subject Area Wendy Smith/ Literacy	Parent Elizabeth RIvera
Teacher/Subject Area Mary Ann Schmidt/ELA	Parent Coordinator Annie Kolpin
Related Service Provider Erica Smolowitz	Other type here
Network Leader(Only if working with the LAP team) Ben Soccodato	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers 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	1	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)	772	Total number of ELLs	20	ELLs as share of total student population (%)	%
--	------------	----------------------	-----------	---	----------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	4	2	0	1	2	0	2	20
Total	16	0	4	2	0	1	2	0	2	20

Number of ELLs who have an alternate placement paraprofessional:

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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	0	1	1	0	0	0	2	0					7
Chinese	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Russian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Haitian	0	0	0	0	0	0	1	0	0	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	3	1	0	1	0	1	1	0	0	0	0	0	8
TOTAL	6	3	2	1	2	1	2	3	0	0	0	0	0	20

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)	3	0	0	0	0	0	0	0	0	0	0	0	0	3

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	0	1	0	1	1	0	1	0	0	0	0	0	4
Advanced (A)	3	3	1	1	1	0	2	2	0	0	0	0	0	13
Total	6	3	2	1	2	1	2	3	0	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0												
	I	0												
	A	0												
	P	0												
READING/ WRITING	B	0												
	I	0												
	A	0												
	P	0												

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			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.

To assess the early literacy skills of ELLs, our school uses TCRWP. The data provides insights about each student's level of literacy in English. For example, the spelling inventory can be analyzed to assess students' word knowledge and to plan word study and reading instruction. Not only do students' spelling errors indicate their spelling ability, the spelling assessments also reveal what students know about the structure of words, as well as knowledge that they use when they read. Word study instruction in phonics, vocabulary, and spelling is based in large part on what is learned in these inventories.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across the grade and proficiency levels, the reading and writing modalities pose the greatest challenge to our students. One noticeable pattern is that students scored higher on reading and listening (receptive skills), than on writing and speaking (productive skills). Additionally, those students who have been in the U.S. longer and thus have acquired BICS, performed better on speaking and listening. The two long-term ELLs also have IEPs, which raises the question of whether or not the NYSESLAT exam (which currently is the only measure that determines the ELL-status of students), is truly a valid measure for students with special learning needs. Regarding the LAB-R, we notice that students who place at the beginner level tend to be either newcomers or students with little exposure to literacy in either language - the home language or English.
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](#))

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

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?
 - 4a. In our current data, one student took tests in the native language, the third grade math test. That student, a newcomer, received a 4 on the math. This data reveals that the student, as a newcomer, has a greater command of content area knowledge in the native language.

4b. n/a MSC is a DYO school and as such DYO literacy assessments are administered as part of the Teachers College Reading and Writing periodic assessment. All students participate in this comprehensive assessment. ELL Periodic Assessments are not given at our school. DYO assessment data is maintained through the RWP assessmentpro data system and analyzed systematically with administration at ESL, IEP and intervention teachers as well as with grade and inquiry teams.

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

5. 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](#).)

The first data piece our school uses within the RTI framework is the low inference observation and brief history of the student. Next, teachers use tools from our "Resource Well." The second piece of data is the documentation of the use of resources from our "Resource Well." If necessary, more strategies/resources from the well can be implemented and documented. After four weeks have passed from the initial date of resource implementation, if we do not see noticeable improvement, the teacher then signs up for PPT

where a larger gathering of educators can discuss and plan for the next step.

6. How do you make sure that a child's second language development is considered in instructional decisions?
To make sure that a child's second language development is considered in instructional decisions, teachers use the results from the NYSESLAT, which show the modality results for each student. Additionally, teachers use TC assessment results, such as running records and spelling inventories. Teachers also learn a great deal about their students due to the fact that parent involvement is a cornerstone of our school community; parents are able to have an ongoing dialogue with their child's teacher about the child's educational history and background. Content area teachers are aware of the needs of all students, including ELLs and SWDs.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs by looking at growth on the NYSESLAT, both the overall level and growth within modalities. We also look at students' scores on the various assessments, such as the ELA and the TCDYO.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
In order to identify English Language Learners, families are given the Home Language Identification Survey (HLIS) at registration. As per the ELL policy brief, a pedagogue is required to interview the parent and the student to ascertain English dominance and decide whether to administer the LAB-R or now the new NYSITELL. One of three administrators assists with HLIS completion, and if no administrator is available, a teacher is asked to assist. We also have staff members who speak Spanish, French, Portuguese and Chinese for additional assistance. The ESL teacher, who is New York State certified in ESL, is responsible for administering the NYSITELL within ten days of each student's registration. Due to our school's small population of ELLs (on average, a total of between 15 and 20 students each year), all ELLs are administered the NYSESLAT in small groups. The ESL teacher and testing coordinator, Darlene Dooley, schedule and track participation in all four modalities. To annually evaluate ELLs using the New York State English as a Second Language Test, the ESL teacher meets with administration to analyze test results. We examine changes in the modalities for each student, discuss how best to group students, and which modalities need to be emphasized in each group.
2. 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.
In order to ensure that parents understand the three program choices, the ESL teacher schedules a meeting with parents during the first month of school or in the two weeks following registration. Parents are given the ELL Parent Brochure and are shown the Parent Orientation Video to inform them of the three program options. The orientation video for parents and families of ELLs is in 13 languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. They can be found on the OELL website. The Parent Survey is explained during each parent meeting, informing parents that they have a choice of programs, and that if the program of choice is not currently available at the school, they may opt to transfer their child to a school that has their program of choice. Parents are also informed that should a TBE or DL program become available at this school, they will be notified in writing. The ESL teacher informs families that the Parent Survey is to be returned within ten days, and this is also indicated on the Survey itself. The ESL teacher reaches out to families by speaking with them at arrival, dismissal, on the phone, through email, or via a note sent home with the child. Manhattan School for Children's

parent body is very active. Family members are always building, moving, organizing materials and generally helping out around the school, working in the classrooms, planning with staff and sharing their talents and passions to enhance teaching and learning at MSC.

3. 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](#)].)

In order to ensure that entitlement letters are distributed, the ESL teacher places them in each student's mailbox, which students empty each day as part of school routine. Each student takes the contents of their mailbox home each day. The ESL teacher also informs classroom teachers about the entitlement letters, to further ensure that they are received and go home with the student. To ensure that Parent Survey and Program Selection forms are returned, the ESL teacher informs classroom teachers about the forms. The classroom teachers therefore know that if a student returns the form, they can give it to the ESL teacher. If a form is not returned, the ESL teacher will contact families at arrival, dismissal, on the phone, through email, or via a note sent home.

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.

In order to place identified ELL students in bilingual or ESL instructional programs, the ESL teacher meets with the family to explain the options and answer any questions. If necessary, an interpreter is used or an over-the-phone interpretation is conducted via speakerphone by calling the DOE Translation and Interpretation Unit. Families are given a parent brochure further explaining their program choices and a Program Selection form in their native language. Continued Entitlement letters are distributed to families during the first two weeks of school.

5. 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.

Due to our school's small population of ELLs (on average, a total of between 15 and 20 students each year), all ELLs receive the NYSESLAT and it is administered in small groups. The ESL teacher and testing coordinator, Darlene Dooley, schedule and track participation in all four modalities. To annually evaluate ELLs using the New York State English as a Second Language Test, the ESL teacher meets with administration to analyze test results. We examine changes in the modalities for each student, discuss how best to group students, and which modalities need to be emphasized in each group.

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. 
- After reviewing the Parent Survey and Program Selection forms received over the past several years, we can conclude that that parents tend to choose the ESL program. This year, the parents of all 6 new students have chosen ESL on the Parent Survey.

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

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

- 1b. For the most part, students are grouped by grade, however because we have a small number of ELLs, the ESL teacher often creates mixed grade groups.
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 only program model offered at our school is ESL. We ensure that students receive the mandated number of instructional minutes by creating a schedule for the ESL teacher with the appropriate number of periods allotted for ESL instruction. Explicit ESL and ELA instructional minutes are also specified in the ESL teacher's schedule.
3. 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.

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

Currently, the only evaluation conducted in a language other than English is the Spanish LAB. The Spanish LAB is administered by a common branch teacher whose native language is Spanish. The ESL teacher is also present during LAB-R administration.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to ensure that ELLs are appropriately evaluated in all four modalities throughout the year, teacher-created assessments are used as well as the book, "Getting Ready for the NYSESLAT," published by Attanasio & Associates, Inc. The book includes activities and strategies for teachers and students to promote proficiency in all four modalities.
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).

6a. Currently there are no SIFE students at Manhattan School for Children. Our instructional plan for potential SIFE students entails: promotion of native language and English literacy skills, and linguistic, cognitive, and academic development across content area subjects.

6b. The needs of newcomers are best satisfied by a pull-out approach in conjunction with a focus on scaffolding academic content. The study of vocabulary, reading, and writing are therefore consistent with the content-based model. For beginner students who are literate in their home language, translation through the use of a dictionary promotes the ability to connect prior knowledge of the student to any content-based study that is carried out in the ESL setting.

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

6d. The approach to the instruction of Long-Term ELLs is very similar to that described above. In this case, ESL teachers focus in particular on the grammar and language abilities that need to be promoted to ensure the academic success and long-term goal of English proficiency/fluency.

6e. For former ELLs (in years 1 and 2 after testing proficient), their performance is closely monitored by the classroom teacher who communicates regularly with the ESL teacher. Additional support is provided by the Response to Intervention team.

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?

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

- Review the IEP of each student. Know the specific needs of individual students and the resource personnel and technology needed to meet them.

- Provide students with disabilities the opportunity to learn to use text to gain meaning; provide explicit reading instruction with modifications or accommodations.

- Explicitly teach pro-social skills (e.g., cooperating with others, listening, asking for help). □

- Pre-teach or re-teach curricular content and provide additional guided practice before, after, or as appropriate, during class time.

- Provide extended learning opportunities to increase a student's rate of learning.

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

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?

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

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.

Our school offers targeted intervention for ELLs in ELA, math, and content areas during our extended day period, Monday through Wednesday. The language of instruction is English. Additionally, our AIS teacher, Wendy Smith, provides support in the area of reading. Depending on assessment of student needs, intervention programs include Reading Rescue and Foundations (ELA in primary grades), Readworks, TCRWP Literacy program and Words Their Way (Literacy and Content Area Literacy in Science and Social Studies); Dreambox and Math in the City (mathematics).

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

Paste response to question here:

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

A group of parents in our school community have organized a leveled book room with a section devoted to materials, books and resources in other languages.

The ESL teacher will also be part of the piloting of the Voices program by Zaner-Bloser. Voices is a program that fosters social-emotional-learning, and character-education using focused listening, speaking, thinking, and writing activities that strengthen oral language, expand vocabulary, and deepen comprehension.

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

Our school will not be discontinuing any programs or services/

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

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

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

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

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

In terms of native language support, the ESL teacher has books in Spanish for students to read and take home to read with their family. Additionally, the school has purchased bilingual dictionaries for Hebrew and German-speaking students to use during the regular school day, as well as on state tests. Materials in other languages are purchased as needed.

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

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

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.

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

18. What language electives are offered to ELLs?

French is offered as a special to all 5th and 6th graders.

19. For schools with dual language programs:

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

Paste response to questions here:

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

2. Teachers receive professional development from Teacher's College, which is alligned to the Common Core.

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

4. As a Teachers College Reading and Wrting Project School, all staff is involved in comprehensive literacy based training that addresses supporting students with different language capacities and needs. Teachers work with TC staff developers and attend TC calendar days. Minutes of those meetings are maintained and attendance is kept. The PD titles for this year include: "New Ideas for a State-of-the-Art Content Area Literacy Curriculum, for More Analytical Fiction Reading and for Goal-Driven Writing;" Middle School Units of Study and the CCSS;" and "Diverse Needs, Diverse Learners: Practical Methods, Structures and Systems for Accelerating Learning in ICT and Self-Contained Classrooms."

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

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

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

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

E. Additional Information

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

Paste response to question here:

School Name: Manhattan School for Children

School DBN: 03M333

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudine Cassan-Jellison	Principal		1/1/01
Darlene Dooley	Assistant Principal		1/1/01
Annie Kolpin	Parent Coordinator		1/1/01
Katy Bowen	ESL Teacher		1/1/01
ELizabeth Rivera	Parent		1/1/01
Wendy Smith/Literacy	Teacher/Subject Area		1/1/01
Mary Ann Schmidt/ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Michelle Regalado	Guidance Counselor		1/1/01
Ben Soccodato	Network Leader		1/1/01
Erica Smolowitz	Other <u>Related Service</u> <u>Prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 05 **Network:** 532

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.

1. Parents fill out the school's Learning Environment Survey and are supported in this by the Parent Coordinator, Guidance Counselor, ESL Teacher, School Secretary and office staff, and through the interpretation and translation by other bilingual members of the staff
2. The school maintains a record of the primary language of each student; this information is maintained in ATS and in the students' cumulative files.
3. The school addresses the language assistance needs, including: translation through existing resources or the Translation and Interpretation Unit, interpretation at group and one-on-one meetings upon request when such services are necessary for parents to communicate with school faculty about their child's education or needs.
4. Budgetary and staffing resources allocated to fulfill those needs include PA funds and DOE funding in compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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 school has a small percentage of students from various non-English speaking backgrounds. These findings are reported to the school community through the School Leadership Team Meetings.

Part B: Strategies and Activities

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

As needed, the school will provide written translation of documents. Translation will be provided in-house by school staff or by parent volunteers.

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

Oral interpretation services are provided by in-house personnel, such as bilingual secretary and office staff, bilingual teachers, including ESL, and paraprofessionals. Additionally, to support general, non-student specific translation needs, families offer their services in providing translation.

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>.

Our school will fulfill Section VII of Chancellor's Regulation A-663 by:

-providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

Additionally, when more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.