



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NEW EXPLORATIONS INTO SCIENCE TECHNOLOGY +MATH
(NEST+M)

DBN (i.e. 01M001): 01M539

Principal: DR. OLGA LIVANIS

Principal Email: OLIVANI@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: JOSEPH ZAZA

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
Dr. Olga Livanis	*Principal or Designee	
Robert Curry-Smithson	*UFT Chapter Leader or Designee	
Judy Scherzer	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Alexander Potter Lena Dang	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Susan Townes	Member/ Parent	
Katy Stokes	Member/ Parent	
Wendy Diller	Member/ Parent	
Theresa Case Bandouveris	Member/ Parent	
Amy Prince	Member/ Parent	
Jillian Fletcher	Member/ UFT	
Greg Farrell	Member/ CSA	
Joanne Ristau	Member/ UFT	
Haley Stern	Member/ UFT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	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.
 To improve relational trust and communication among faculty, staff and administration.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 This goal is in response to the Learning Environment Survey results that indicated a low score for communication among, faculty, staff and administration. Effective two-way communication between administration and faculty improves the relational trust /culture of the school and thus enhances student academic performance over time.

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. Informal surveys (3-5 questions) will be administered to faculty and staff when considering or planning and evaluating school-wide initiatives. Surveys will be given when planning initiatives, during implementation and periodically thereafter monitoring faculty's response. Based on faculty response initiative will be adjusted as required. Other activities to support relational trust and communication among faculty, staff and administration include faculty/staff coffees, transparent assessment calendar and other celebrations throughout the year.
2. Administration will solicit ideas and feedback from teachers for specific survey topics, thereby ensuring that all members of school community have stake in developing relational trust.

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

1. Mr. Joshua Gold – administrative intern
2. Administrative cabinet
3. Will create informal surveys emailed to faculty/staff when planning, implementing and monitoring school-wide initiatives.

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

1. Faculty will respond to informal surveys and administration will interpret survey data and adjust as required.

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

1. By June 2014, the school's relational trust and communication will improve as evidenced in the Learning Environment Survey.

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

1. Teacher programs will not be affected for this goal. The freeware (Survey monkey) will afford us information as to planning initiatives and assessing their efficacy to best meet faculty & staff needs

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).

This goal pertains to relational trust and communication between faculty, staff and administration only and will share progress with SLT parents

Budget and Resource Alignment

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

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

No budget needed – Survey monkey is freeware

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 To develop a comprehensive plan to increase STEM learning opportunities for students in Grades 6-12

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.

NEST+m is currently not providing any coursework /instruction to students in the field of engineering.

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. Grades 6-8 science classes will devote one unit of study that is related to engineering concepts
2. 7th grade students will apply engineering concepts to their work in robotics, 6th to PBIS, 8th to Earth Science and Regents Physics
3. Development of a Statics and Dynamics High School course
4. Students in grades 6-12 will complete in the 2014-15 Bridge Building contest

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

1. The goal is for the Middle and Upper School science/math teachers and SLT members to develop comprehensive plan for imbedding engineering concepts into the 6-12 science curriculum.

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

1. Key personnel will report to SLT on a monthly basis as to their progress

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

1. The comprehensive plan will be completed no later than January 2015

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

2. Funding to support the purchase of materials for Bridge Building Contest will be provided by the PTA
3. 100 hours of per-session to be provided by PTA grant money for the school based key personnel (not to exceed 6 school personnel and 100 hrs.) to develop a Comprehensive Plan

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).

All phases will be shared with SLT Parents and those attending the monthly Principal's Coffees

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To enhance the practices in our College Office based on research of current practices by the top 20 ranked high schools in NYC (Daily News 2013) and increase the involvement of parents in the college application and admissions processes by 5%.

Comprehensive Needs Assessment

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

In order to be competitive, our students need access to college related information beginning in 9th grade, including more planned college visits, informational meetings on topics such as application process and financial aid. College Office personnel can benefit from access to practices by other schools that are focused around opportunities on how to better engage students and their families in the college application process.

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. Key personnel will visit college offices of the top 20 ranked high schools and collect data appropriate to our needs. Key personnel will implement culled best practices as applicable.

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

1. Current College Liaison
2. Upper School Guidance Counselors
3. SLT Members and/or parents at large

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

1. Key personnel report out to SLT

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

1. Collection of data (January – June 2014) Implementation based on research in school year 2014-15

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

1. Visits to top 20 schools high in NYC
2. Collection and organization of data
3. Implementation of the research based best practices appropriate to our school's needs

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).

Committee will involve interested parents at large by invitation from PTA via email.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

To evaluate the efficacy of the math curriculum sequence in grades 5-9. The efficacy of this math curriculum will be measured by comparing 2013-14 cohort performance to that of the 2014-15

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.

Almost 100% of our 5th Graders remain at NEST+m to attend Middle School and the percent of NEST+m 8th continuing that attend the NEST+m high school have increased with time, therefore a seamless math curriculum is warranted. In addition 25% of parents of middle students are concerned that current curriculum / topics are taught too quickly and cover "a lot of breadth and not depth."

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. To create a seamless bridge to link the math curriculum between our lower school, middle school and high school.

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

1. Five Math teachers (Grades 5-9) and SLT members

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

1. Presentations by Key personnel at SLT meetings
- D. Timeline for implementation and completion including start and end dates**
1. January 2014 – June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per-session (50 hrs. max for the five school based personnel) to be funded by PTA grant to key personnel

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).

SLT parents will communicate via their weekly e-news letter to update parents at large of the study

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

To increase the overall average score by 3% on all AP exams and to increase by 3% the number of students who pass the Algebra 2/Trig and Chemistry Regents exams.

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.

Out of 11 Regents exams only Trig/Algebra 2 and Chemistry have less than a 90% passing rate. The number of students that score a 1, 2, or 3 on AP examinations currently outnumber the students who score a 4 or 5.

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. Observation and feedback cycle by assistant principal
- B. Key personnel and other resources used to implement each strategy/activity**
1. Classroom teachers teaching AP courses, Trig/Algebra 2 and Chemistry
Assistant Principal (AP)
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. AP will identify how teachers uses assessment data to drive instruction – will follow-up with key strategies to strengthen teachers' skill set in collecting data and using data effectively
- D. Timeline for implementation and completion including start and end dates**
1. December 2013- on going based on the scores on the May 2014 AP exams and the June 2014 Regents exams.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Observation and feedback cycle
 2. Professional development in target areas

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).

SLT parents and those who attend the Principal's monthly Coffees will be provided with strategies to support their children at home in with study skills in addition to Assistant Principal emails to parents of students in those courses.

Budget and Resource Alignment

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

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

No additional funds required

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	School based	One-on-one and small – large group	Before and after school hours
Mathematics	School based	One-on-one and small – large group	Before and after school hours
Science	School based	One-on-one and small – large group	Before and after school hours
Social Studies	School based	One-on-one and small – large group	Before and after school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselors & SETSS teachers	Counseling: One-on-one SETSS: One-on-one and small– large group	During school hours

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

Part I: School ELL Profile

A. School Information [?](#)

District 01	Borough Manhattan	School Number 539
School Name NEST+m		

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 Dr. Olga Livanis	Assistant Principal Justin Mackey
Coach	Coach
ESL Teacher Jianlan Zhao, ESL Coordinator	Guidance Counselor Melissa Chen
Teacher/Subject Area Haley Stern	Parent
Teacher/Subject Area	Parent Coordinator Marcy Rios Duran
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	9
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	1724	Total number of ELLs	5	ELLs as share of total student population (%)	0.29%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4			1						5
Total	4	0	0	1	0	0	0	0	0	5

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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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
Advanced (A)	1	2									2			5
Total	1	2	0	0	0	0	0	0	0	0	2	0	0	5

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	2			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology	1			
Chemistry				
Earth Science				
Living Environment				
Physics	1			
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.

In NEST+m, we use DRA to assess the early literacy skills of ELLs. After the test is evaluated and scored, all 5 ELLs in my school are assigned a numeric (or alphanumeric for very early readers) DRA level A1 through 80. Students with stronger reading abilities yield higher numbers. ESL Teachers are easily able to give students books they can read by choosing a text with the corresponding DRA level. In the class, ESL teachers can easily plan the lesson based on their level and differentiate instructions for each student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3 of our students have received more than 2 year of services, With respect to the NYSESLAT Modalities, all these three students tested proficient in Reading and Writing, while needing work on Listening and Speaking. Based on their strengths and weaknesses, the ESL teachers differentiate instruction and assignments for the need of these students.
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](#))

In NEST+m, ESL teachers will focus more on Listening/ Speaking parts since all 4 ELLs from last year received perfect scores in Reading/writing Parts. In planing lessons, they include activities that are appropriate to the students' age, grade level and language proficiency, Activities must be varied, motivating, and challenging, and activities must be in line with the objectives and the Common Core or State standards selected.

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?

All 5 ELLs speak their own language very well, our school world language teachers did the oral and written tests on their own languages at the beginning of the school year.

First, Periodic Assessments provide ESL teachers with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child. Second, Periodic Assessments predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards. Third, Periodic Assessments measure student learning within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond.

The ESL Coordinator creates the portfolio provides a set of resources designed to give regular, timely feedback on students' strengths and weaknesses to help guide decisions around curriculum and instruction in order to increase student achievement.

How is the native language used? For example, the 10th grade ELLs can read their own language version of novel in ESL class if they meet problems in reading, they can also use a dictionary to help them out too.

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](#).)

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

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

First, we need to determine whether students are benefiting from an instructional program within a reasonable time, then, we could build more effective instructional programs for students who are not benefiting.

It is important for ESL teachers to investigate their students' educational and linguistic histories. Teachers need to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie. For example, a Spanish-speaking child struggling with the vocabulary of English school texts might have a well-developed Spanish vocabulary, at least conversationally. With an understanding of this child's linguistic strengths, the teacher could guide the child to use cognates or familiar concepts in Spanish to support her English reading comprehension.

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?

We don't have Dual Language program since we only have 5 ELLs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 1. All ELLs participate in all activities in classes and enjoy learning everyday.
 2. Keep a portfolio of the student's work throughout the year. Audiotape conversations with the student at different times of the year to show him/her how he/she has progress.
 3. All ELLs are ready to take NYESLAT and State Atandards Tests and perform well in these tests.
 4. The family's involvement.

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](#).)
At NEST+m, we currently follow all city and state guidelines for the identification of ELLs. As a city-wide school for the gifted and talented, students enter the school at Kindergarten, Grade 6 and Grade 9. The HLIS is administered at the Department of Education Admissions, then entered into ATS for our information. To identify students who may potentially be ELLs, the school must check the Home Language Status in ATS. Using the RLER, LAB-R eligibility function, we can determine students who need LAB-R testing. At this time, we can also determine students who may have indicated the wrong home language in error and can correct this for their family in ATS. The ESL Coordinatory checks the RLER report daily and schedules LAB-R Testing. The LAB-R is administered by ESL coordinator Ms. Zhao, within the first 10 days of admittance. The 10-day requirement is for the placement, including testing. The LAB-R is graded by Ms. Zhao and the ELL status of the student is determined by that score. When testing is completed, students are scheduled for ESL services, if necessary. Upon scheduled return dates, the LAB-R is sent to the Borough Assessment Office. *aste response to question here:*
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.
Parents are an integral part of our school community. Parent outreach includes an active PTA with various events and Coffee Hours with the Principal monthly for Lower School, Middle School and Upper School. These meetings also serve as a time to communicate with parents about their child's eligibility for services and program choices. Program models presented first; parent selection next. Then, they are informed about school's program and their options.
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 [\[see tool kit\]](#).)
See 4
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.
After LAB-R Testing, the families of eligible students are sent entitlement letters, Parent Survey and Program Selection forms in both English and their home language. These forms are modeled on the DOE forms available from the office of ELLs. Currently at our school, we only offer Freestanding ESL services. The letter and Program Selection form informs parents that at our school Freestanding ESL is the only option, but that their child is entitled to Bilingual Education and may find such programs and other

schools. These forms are returned by the parent to the school office, in person or by mail. The ESL Coordinator ensures that the forms have been returned and contacts parents regarding any forms that have not yet been returned. The parent survey and Program Selection Forms are stored in a secure place in school. To aide in communication with parents in their native language, we utilize our many bilingual staff members as well as the DOE Language and Interpretation Unit. Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered in the Spring to all eligible ESL students. The NYSESLAT is scheduled by the ESL Coordinator and administered by the ESL teachers on staff. All current staff is trained in administration of the exam by the ESL Coordinator and by DOE provided professional development.
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. 
Parent Survey and Program Selection forms are reviewed annually. Parents consistently select Free Standing ESL. Considering this choice and our small population of ELLs, our program model remains Freestanding ESL.

Part 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])?

NEST+m is a K-12 school serving English Proficient students at all grade levels. We do not currently have ELLs at each grade level. There are 3 grade levels with ELL students : Kindergarten, First Grade and 10th Grade. Services for our 5 ELL students are effectively rendered during one daily, free standing ESL course as well as Push In/Co-teaching by one of our certified ESL teachers. With respect to the mixed language backgrounds of students and their high proficiency level, the most appropriate model is English Only instruction in the Free Standing ESL class. Instruction is delivered using the whole language approach and workshop model. Students are exposed to comprehensive input, both oral and text, and workshop to produce language responses, both oral and in writing.

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)?

Our staff is organized and scheduled to teach these programs. The ESL Coordinator monitors the hours of instruction needed per NYS CR Park 154 based on the LABR and/or NYSESLAT proficiency of the student, and the AP Organization, Mr. Mackey, programs the teachers and students' schedules for instruction. Since our 5 ELLs are all advanced, they receive 45 minutes of ESL service.

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.

Content area instruction at NEST+m is delivered in English. In K and 1st grade, Math, science, Reading and Writing, art and music are integrated in hands-on exploration. Children see the city and experience the culture. They become stronger readers and writers by using reading and writing as tools to carry out investigations. Our ELLs participate in a rigorous instructional program that is aligned with ESL and content learning standards and core curriculum. Our method of instruction is a combination of TPR and The Natural Approach. In 10th grade, The ESL and the content area teachers plan for lessons in advance. Lesson plans are made available with content area vocabulary to work on.

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

To support our ELLs and other students in their language acquisition, we offer a variety of foreign languages K-12; in lower school grades K-5, we offer Mandarin, in middle school grades 6-8, we offer French, Spanish, Latin, and Mandarin, and in high school, grades 9-12, we offer French, Spanish, Mandarin, and Latin. The school staff talk to ELLs in target languages and appropriately evaluate ELLs in their own languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At the end of each unit, students will work in groups for their final projects. On their Cooperative learning techniques lend themselves well to an integration of modalities. When students work together cooperatively, they have to speak and listen to each other and are frequently engaged in synthesizing information from sources (reading), taking notes (writing) and pulling together their ideas (writing) for later presentation (speaking/listening).
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).

This is one example of differentiated instruction for our subgroups. The early childhood subgroup (K and 1st grade) are instructed together and our 10th grader received individual instruction and small group instruction with other former ELLs. The ESL teachers differentiate each lesson to meet the individual needs of the learner, as well as the language standards. Although our current eligible ELL population is small, a total of 0.29% of the total student population, the student body is comprised of many ELLs formerly receiving services or for whom English is not a first language. These students are supported through AIS programs as well as during the scheduled 9th period English support class for High School ELLs (2 students) and former ELLs. The AP Organization and Testing Coordinator

ensures that eligible students receive testing accommodations for standardized exams.

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?
We don't have any ELLs with special needs.
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?
We don't have any ELLs with special needs.

Courses Taught in Languages Other than English

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

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

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

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

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

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

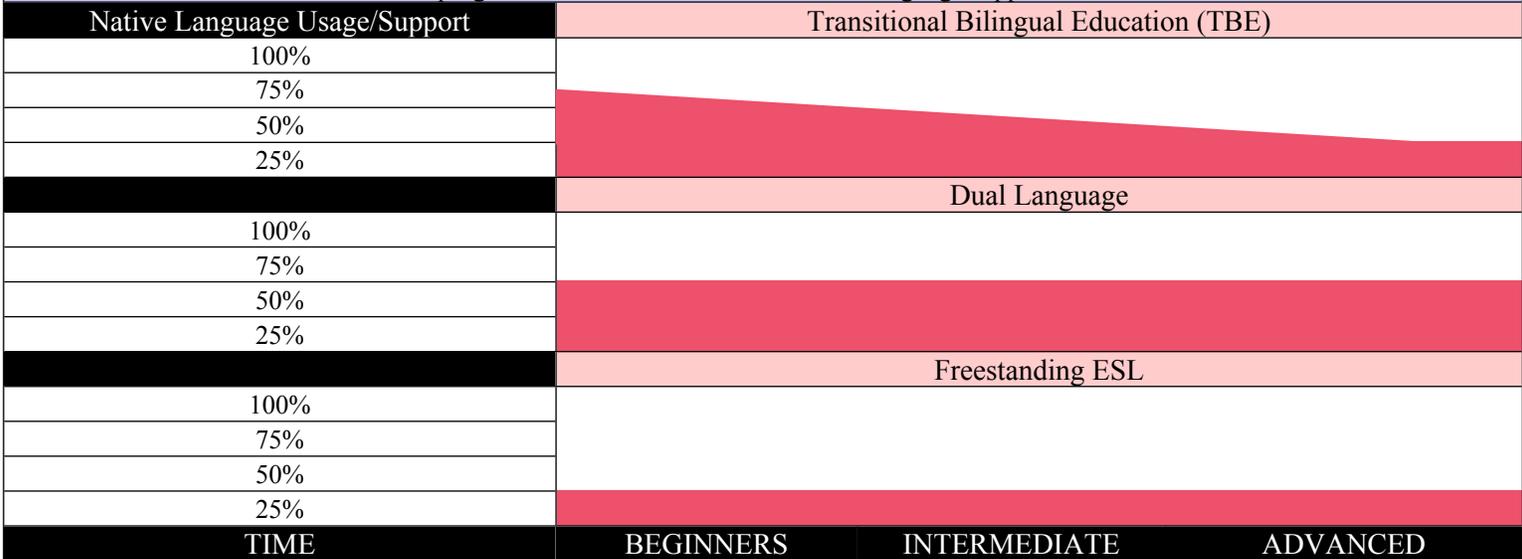
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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.
- In NEST+m, we have The Academic Intervention Services (AIS) program. It is designed to help (K-12) grades students including ELLs who are struggling to achieve the learning standards in English Language Arts, Mathematics, Science and Social Studies. When any ELL does not meet the standards on the state assessment in English Language Arts, Mathematics, Science and Social Studies, she/he becomes eligible for AIS. We offer Spanish, Mandarin, Latin, French in our school.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Support through ESL services mentioned above continues until the student achieves proficiency on the NYSESLAT. Currently, 1 of our students have received more than 3 year of services, With respect to the NYSESLAT Modalities, this student tested proficient in Reading and Writing, while needing work on Listening and Speaking. Based on his strengths and weaknesses, the ESL teacher differentiates instruction and assignments for the need of this student. Newly enrolled ELLs are identified after testing and supporting with Freestanding ESL services.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, conversational English classes for ELL parents will be considered for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs or services for ELLs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are afforded equal access to all school programs. Translated letters are sent home to invite them. Our After School program is available to all NEST+m students, including ELLs. A range of workshops and activities is offered in this program including basketball, fencing, Ping-pong, dance, chess, green club, music, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The majority of materials used in the ESL program at NEST+m are created by the ESL teacher and draw on the research Linda L. Kunz, expert of x-word grammar and sector analysis, Robert J. Marzano, vocabulary acquisition scholar, and the English as a second language textbook series produced by Heinle publishing as well as Betty Azar. All of these resources establish and build on a foundation for fluent communication, extending grammatical, lexical, and functional skills. Many of these resources contain color photographs and illustrations to facilitate the teaching of new vocabulary. We also utilize the Audio CDs and DVDs for Listening Activities as well as articles and fictional texts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELLs at NEST+m are fully immersed in English in their other classes. The ESL teacher conferences individually with each ELL's content area teachers to identify any concerns the teacher may have noticed the student having. Content area teachers will also be expected to periodically conference about their lesson plans and units to ensure the presentation of information is accessible to advanced ELLs. Additionally, content area teachers are asked to contact the ESL teacher or the ELL's counselor if their grade falls below average for the class in order to plan an appropriate intervention. While explicit native language support is unfeasible for such a diverse population of ELLs, the ESL teacher will draw on the expertise and communication skills of the wide array of foreign language speaking faculty at NEST+m if need be.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- See 17
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.
- Due to the roughly equal proficiency of the ELLs at NEST+m, a homogenous mixing of students is most appropriate within the Freestanding ESL class. In said class, students are challenged to engage with new or difficult grammatical concepts presented first in isolation and then in the context of a topic meant to improve students' academic vocabulary, written and conversational accuracy, and reading comprehension. For example, high school and middle school students learn about the subjunctive tense, identify how it's used in the famous Broadway song "If I Were A Rich Man", have an informal brainstorming session with classmates about what they would do were they rich, re-interpret "If I Were A Rich Man" with their own lyrics, and perform it for the class. At the kindergarten level, the teacher cooperates with and supplements the mainstream curriculum as much as possible.

So, while all the kindergartners learn about body parts, the ESL teacher uses body parts to enforce and practice the recognition and correct use of prepositions. Grammar concepts covered in the middle school and high school ESL using this methodology include sentence structures and making better combinations of phrases, clauses, and sentences; when and how to use the passive voice; what past and present participles are and how to use them as adjectives; self-editing skills and how to use Microsoft Word to improve one's grammar; and using inferential skills to understand the parts of speech and use of difficult vocabulary or idiomatic expressions. Kindergartners will practice prepositions, ordinals, Dolch sight words, verb conjugations, comparisons, and story telling skills.

18. What language electives are offered to ELLs?

We offer these language electives to all students including ELLs--Spanish, Mandarin, French and Latin.

19. For schools with dual language programs:

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

Our school uses a variety of tools to assess our ELLs, both standardized and classroom based. In addition to the LABR and the NYSESLAT, K and First Grade Students are assessed using the Fontas Pinnel Assessment by the classroom teacher. Students also take part in all mainstream classroom assessments, including diagnostic exams and state exams. All of our students are Advanced. With respect to the NYSESLAT Modalities, some students tested proficient in Reading and Writing, while needing work on Listening and Speaking. Others followed the opposite trend, testing proficient in Listening and Speaking, while testing Advanced in Reading and Writing. Instruction and individual support is given to students where needed for each modality. In our small population, we are especially able to know the needs, strengths and weaknesses of our students and differentiate instruction. Using the RNMR form in ATS, the modalities are displayed for each student. With our small group of ELLs, there is not an opportunity for a generalized pattern to emerge, but an excellent opportunity for individualized instruction. Instead of gleaning patterns from a small sample, we concentrate on the individual performance of each of our 5 students. Based on their strengths and weaknesses, the ESL teacher differentiates instruction and assignments for the need of each individual student. Our 10th grade student participates in all mainstream classroom exams and Acuity exams in the content areas. Content area teachers analyze these results and differentiate for this individual student. Regarding the Regents Exams, the one 10th grade student took Regents Exams last year. This student passed both exams at the advanced level, earning a 91% in integrated Algebra, a 90% in Biology, a 93% in Physics. This is evidence that are our ELLs are supported and successful in the content areas.

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. School staff benefits from ongoing communication with the ESL teachers regarding the language development of the students. The ESL teachers support staff in their approach with ESL students, making the transition to our school from other schools and grade levels a valuable learning experience. In addition to meetings and discussion at each grade level, the staff receives monthly professional development, the schedule is October 7, 2013, December 9, 2013, January 6, 2014, February 3, 2014, March 3, 2014, April 14, 2014, and May 5, 2014. Each PD session includes scaffolding and possible modifications for ELLs. Faculty is also encouraged to attend DOE administered professional development where applicable in the content area.

2. Staff Development is available through our AP of organization as well as NYC professional workshops and those provided by our CFN.

3. Our eighth grade teachers are provided with PD during the school year through our literacy and math coaches. PD includes strategies for assessing whether or not our students are meeting the Common Core Standards. In addition, our Guidance Counselors meet with the eighth grade to provide guidance in adjusting to the high school experience.

4. Our teachers are provided with 7.5 hours of ELL training as evidence by staff development days, faculty conferences, and grade conferences. The agendas for Staff Development Workshops for the 2013-2014 school year are as the same as above.

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

2. Currently there is no formal partnership with other agencies. However, staff provides our ELL parents with a directory of community based organizations to meet their individualized needs. Concerns and questions can also be addressed by our Parent Coordinator.

3. Parents' needs are evaluated through parents' surveys, evaluation sheets enlisting workshops they would like to participate in.

4. Based on the evaluation forms, parental involvement activities are planned to target the needs of the parents.

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.

N/A

Part VI: LAP Assurances

School Name: NEST+m**School DBN:****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olga Livanis	Principal		12/12/13
Justin Mackey	Assistant Principal		12/12/13
Marcy Duran	Parent Coordinator		12/12/13
Jianlan Zhao	ESL Teacher		12/12/13
	Parent		1/1/01
Haley Stern	Teacher/Subject Area		12/12/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Melissa Chen	Guidance Counselor		12/12/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M539

School Name: NEST+m

Cluster: 201

Network:

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

