

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03M33

School Name:

MANHATTAN SCHOOL FOR CHILDREN

Principal:

CLAIRE LOWENSTEIN

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary & Middle School School Number (DBN): 03M333
School Type: public Grades Served: K-8
School Address: 154 West 93rd, New York, NY 10025
Phone Number: (212) 222-1450 Fax: (212) 222-1828
School Contact Person: Claire Lowenstein Email Address: CLowenstein@schools.nyc.gov
Principal: Claire Lowenstein
UFT Chapter Leader: Mary Ann Schmidt
Parents' Association President: Andree Sanders
SLT Chairperson: Alyssa Cheng
Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd, New York, NY 10025
Superintendent's Email Address: IAltsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: _____

Cluster and Network Information

Cluster Number: 01 Cluster Leader: Chris Groll
Network Number: 113 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Claire Lowenstein	*Principal or Designee	
Mary Ann Schmidt	*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	
Alison Holden	Member/parent	
Alyssa Cheng	Member/parent	
Danielle Monaghan	Member/staff	
Leslie Powell	Member/ parent	
Manuela Zamora	Member/ parent	
Bridget Beyea	Member/parent	
Erin Moughon Smith	Member/teacher	
Wendy Smith	Member/teacher	
Patti Kelly	Member/ teacher	
Stephanie Douglas	Member/ teacher	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 333, Manhattan School for Children (MSC), was founded in the early 1990s through the cooperative effort of parents, teachers and staff members of NYC's Community School District 3. It is a school of choice, open to children who are zoned for District 3. Since that time, MSC's educators and families have worked to build and maintain a school community in which students of different racial/ethnic, socio-economic as well as physical and academic abilities come together to celebrate multiple ways of knowing the world and each other. Our student-centered, project-based pedagogical focus and instructional program is unique and grounded in the philosophy of a "community of learners." We believe that all children are gifted in multiple ways, and we organize the curriculum thematically using an open-ended, inter-disciplinary, project-based approach that allows students to demonstrate their talents while learning from each other. In this way, we respond to each child's unique developmental needs while encouraging a meaningful learning process.

MSC is deeply committed to creating an inclusive environment. The ICT (Integrated Collaborative Teaching) Program was created to include children with severe motor challenges into a general education setting. Students in the ICT classrooms follow on-grade curriculum, with accommodations to help them meet standards. We believe:

- Children learn by doing
- Children learn at different rates, using different strengths and different learning styles
- Children learn about the world in an integrated way
- Children learn when they feel good about themselves
- Children learn when their parents are active participants in their school education

This is a year of renewal year for Manhattan School for Children. We are revisiting the school's mission and renewing our commitment to progressive education with a 21st century lens. This includes technology integration, distributed leadership, strengthening seamless inclusion models, opening classroom doors in classes and administrative offices to promote adults learning along side students. In addition, our instructional focus this year is on assessment or monitoring student progress to inform instruction to meet the needs of all students.

In order to support our philosophy and fulfill our mission, we have partnered with the following organizations:

- Teachers College Reading and Writing Project
- Wellness in the Schools
- iZone 360, iLearn
- Lincoln Center Institute
- NY Sun Works
- S'Cool Sounds
- Making Proud Choices
- Urban Advantage
- Roads to Success

This year we are committing to Responsive Classroom as a schoolwide initiative. Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. K-6 classes start each day with Morning Meeting, a daily gathering that helps children build community, practice academic and social skills, and warm up for a day of engaged learning. Three days a week, 7th and 8th graders participate in Advisory meetings that allow for students to connect to the teacher, our school, and to each other.

In academics, our greatest performance gains were on the New York State Mathematics test. While our proficiency level for all students jumped from 46% to 57%, we believe we can do better. We assembled a Math Advisory board that is facilitating a professional learning cycle school-wide. While outperforming the district and statewide average for proficiency levels in English Language Arts, our scores have remained stagnant over the last couple of years. As a result, one focus for this year is to look closely at student progress in 3rd, 4th and 5th grade literacy. We have asked our Response to Intervention Team to devote much of their instructional time to early intervention in the lower grades. Another key area of focus for the school year is to continue to make student progress in our ICT classrooms. ICT students improved by 10% in both ELA and Math performance last year, and we are working to continue that upward trend.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

ELA: The number of students reaching proficiency on the NY State ELA test has plateaued over the last two years. Although we have a higher percentage of students performing at level 3 and 4 than the district or state, our proficiency levels remain just above 50%. These findings were confirmed by the September administration of the Teachers College Running Records assessment. After reviewing item analysis reports from the 2014 state ELA exam, it is clear that students need more support in non-fiction critical thinking skills and content-specific vocabulary.

Math: MSC made gains on the state math test. The overall proficiency rate rose from 46% in 2013 to 57% in 2014. While this was an accomplishment, we acknowledge that 57% means that 43% of our students are still not proficient in Math. Proficiency levels for our students with disabilities rose from 34% to 39% proficient in Math. Clearly, this also an area that needs priority and attention.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All teachers will work collaboratively to enhance their teaching practice in order to meet the demands of the Common Core Learning Standards, to ensure that assessments are viable indicators of student learning growth and are directly aligned to curriculum and instructional practice. By May 2015, 80% of students will be reading at grade level as measured by the running record. All students will be engaged in constructing viable arguments and critiquing the reasoning of others in Math (Common Core Standard of Mathematical Practice, MP3).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A literacy coach from Teachers College Reading Writing Project (TCRWP) provides targeted professional learning for 3 rd , 4 th and 5 th grade teachers. In addition to ten scheduled visits throughout the year, the literacy coach provides support through ongoing communication and resources. In addition, parent are provided	Gr 3-5 teachers , Parents	September- May	Darlene Dooley, Assistant Principal

literacy workshop in collaboration with PA and SLT on understanding reading levels, reading workshops and ways for families to support their children's progress.			
Network instructional liaison for Mathematics, Kate Abell, will facilitate a professional development cycle focused on increasing student agency in mathematics. Teachers will participate in five sessions after school in addition to a series of informal inter-visitations with colleagues. The newly created Math Advisory Board will oversee the integration of professional development and classroom practices throughout the duration of this cycle.	K-8 math teachers	December-May	Claire Lowenstein, Corey Levin, Kate Abell, Math Advisory Board
ICT teachers, SETSS, ELL teacher and paraprofessionals will take part in the Math PD cycle. ICT teachers will also be provided with coaching on the ICT model and strategies throughout the year.	ICT and SETSS & ELL teachers	September-June	Claire Lowenstein, Corey Levin, Kate Abell, Math Advisory Board
The Response to Intervention Team has created a school protocol for referring at risk students. The team meets regularly to evaluate, discuss and support teachers and students. Families are invited for a summative conference with RTI team and the classroom teacher to review results of intervention and to create an action plan for next steps.	K-8 teachers, Parents	September-June	Response to Intervention Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Network Math coach, meeting time for Response to Intervention Team, Six Monday afternoon professional learning times for the math PL cycle, TCRWP coach,

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> By February 2015, 50% of students will be reading at grade level as measured by the running record. All students will begin constructing viable arguments and critiquing the reasoning of others in Math These will be measured using TCRWP Running Records for grades K-5, Fountas & Pinnell Running Records for grades 6-8, and teacher observations. 				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our community is composed of students of different racial/ethnic, socio-economic as well as physical and academic abilities. We must respond to each child’s developmental needs while encouraging a meaningful learning process. While we strive to do this for our students, parents and teachers have expressed some concerns about the culture and discipline of the school. According to the 2014 school survey, only 70% of teachers stated that they felt safe in our school. Informal surveys and discussions at staff and parent meetings revealed similar findings. Families and teachers desire a school-wide response to discipline that is more aligned to the school’s progressive approach to learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our approach to building school culture, discipline, and social-emotional support is informed by Responsive Classroom, which promotes a safe environment and inclusive culture. We involve students in authentic decision-making around school improvement efforts.

In the 2014-2015 school year there will be school-wide implementation of Responsive Classroom community building in classrooms and across the school environment, as measured by classroom observations (Danielson Domain 2) and full participation in Responsive Classroom School Wide Congress/Town Hall Meetings:

- Morning Meeting will be implemented at the start of the school day in 100% of K-6 classrooms. 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).
- In 100% of 7th and 8th grade classrooms, 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.
- We will communicate the school philosophy of responsive classrooms to families and reinforce school-home activities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			

Provide intensive and ongoing Responsive Classroom training for all pedagogical staff including teachers of students with special needs and English Language Learners.	All pedagogical staff	July- June	Responsive Classroom trainer, Professional Learning Committee (including administrators and teacher for each grade)
Students and faculty in all grades will participate in School Wide Congress and Town Hall Meetings, which will convene throughout the year. Student Government and grade delegates will work with staff and administrators to build school identity, reinforce commitment to our Golden Rule (treat others how you want to be treated), and celebrate student achievement across curriculum.	Students, teachers and administrators	Sept-June	Principal
Responsive Classroom workshops will be facilitated for families. Additionally, families are invited to visit Morning Meeting daily.	Families	June & October	Teachers and administrator
Guidance department was expanded to provide extra support for at risk students and to provide more support for the high school articulation process.	Students, teachers, families	Sept-June	Guidance counselors

Part 4 – Resources Needed

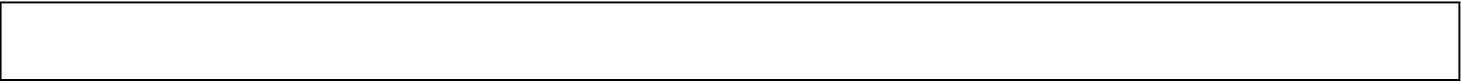
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Responsive Classroom staff developer and materials; half-day Fridays once a month for professional learning, Election Day and four additional professional days

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
10.	Specify a timeframe for mid-point progress monitoring activities.			
	<ul style="list-style-type: none"> • 100% of teachers will participate in Responsive Classroom training • At least 50% of parents will participate in trainings or Responsive Classroom activities in the classroom • 100% of students will participate in Responsive Classroom practices • Student government and grade delegates will meet on schedule • A Guidance counselor will meet with all at risk students 			
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the school survey, almost 25% of teachers reported there hasn’t been enough time for collaboration among teachers. Teachers have been collaborating informally in small pockets throughout the school, but there was a need to create formal avenues for collaboration and sharing of best practices with colleagues. Teachers also expressed a desire for more choice and ownership in designing professional development.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 100% of teachers will participate in collaborative practices including professional learning, curriculum planning and sharing best practices.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Professional Learning committee will plan professional development cycles for the entire school staff.	Teachers	July-June	Professional Learning committee, administration
Math Advisory Board will direct professional inquiry and collaboration amongst math teachers.	Teachers	Sept-June	Math Advisory Board, administration
Response to Intervention Team will create and execute a school-wide plan for supporting teachers and at risk students. Families are invited for a summative conference with RTI team and the classroom teacher to review results of intervention and to create an action plan for next steps.	Students, teachers, Parents	Sept-June	Response to Intervention Team, administration
Grade Team Leaders will facilitate team meetings and share professional work with the school community including parents.	Teachers, Parents	Sept-June	Grade Team Leaders,

			administration
ICT teams and ELL teacher will meet regularly with administration to strengthen team teaching models and individualized instruction.	ICT teachers, ELL teacher	Sept-June	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time, network math coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
20.	Specify a timeframe for mid-point progress monitoring activities.			
By February, 100% will be working collaboratively on at least one committee or teaching team.				
Part 6b. Complete in February 2015 .				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We as a school community are moving towards a more inclusive, distributive leadership model. Professional development, workshops and meetings have more ongoing staff input to reflect their needs and the needs of their students. We are continuing to strengthen our transparency of school goals and policies for families and staff.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Administration will take a collaborative learning stance to maximize student achievement and strengthen school culture, with 50% of teachers taking on a leadership role within the school community and School leaders participating in 90% of professional development activities by the June, 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Grade team leaders will facilitate team meetings and share professional work with the school at large including ICT teams, ELL teacher.	All pedagogical staff	Sept-August	Administration, grade team leaders
Professional Learning Committee will design professional development cycles.	All pedagogical staff	July- June	Administration
Principal will write a weekly newsletter for all school staff and families to showcase teacher and student work.	Parents, school staff, administration	Sept-June	Administration
The new school website shares the school’s activities and showcases students work. http://www.ps333.org/	Parents, staff, administration	Sept-June	Community liason, Administration

Principal holds monthly "Chats with Claire" for families.	Parents, Administration	Sept-June	Administration
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

80 minute professional work time, Professional Learning committee meeting time, community liaison to update the website regularly

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

- By February, 35% of teachers will take on a leadership roles within the school community.
- By February School Leaders will be active participants in 70% of all professional development activities .
- By February, 100% of all parents will participate and/or receive notes from "Chats with Claire".

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We have a very active parent body.

Parents that are involved are typically satisfied (94% satisfied as per the school survey), however, only 46% of parents responded to the survey.

Parents were unsure about the discipline policy in the school as documented in the SLT parent survey.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June, 100 % of families will have a personalized, interactive window into the curriculum, discipline policy and instruction throughout the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Develop a curriculum and Arts Showcase to highlight curriculum in all Arts programs: live performance, art gallery, and video performance.	Parents	Sept-June	SLT, Arts teachers, administration, parent coordinator (to be hired),
Host a Partnership Mixer to introduce families to our partners and increase familiarity with our enrichment programs.	Parents and partners	October	SLT, Partnerships, administration, parent coordinator (to be hired),
Continue to reach out to parents and the community through the new school website http://www.ps333.org/ which will include a link to the school survey. Teachers post newsletters and photos weekly on their class pages. iLearn/iZone access gives parents of 6 th -8 th graders	Parents and staff	Sept-June	Community associate, parent coordinator (to be hired), teachers,

weekly access to student progress. Publicize progress of families completing school survey. Schedule publishing celebrations when school survey is distributed and encourage families to complete the survey at the celebration (k-5) and at family conferences (6-8).			administration
In response to our SLT survey, the families requested workshops on the following topics: Responsive Classroom Reading Levels Common Core Learning Standards Inclusiveness and Diversity (ICT/ELL)	Families, Staff	October-June	Administration, parent coordinator (to be hired),

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
After school facilities; Parent volunteers, community liason; partnership organizers;

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
90% of families will attend at least one school event by February. 50% of families will access iLearn more than once.				
Part 6b. Complete in February 2015 .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<i>Teacher referral, anecdotes and observations by an Response to Intervention team member.</i>	<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: <i>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).</i></p> <p><i>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.</i></p> <p>Tiers II & III Interventions:</p> <ul style="list-style-type: none"> ○ <i>Reading Rescue 1:1 tutoring grade 1 with a trained teacher or paraprofessional, 3 times a week.</i> ○ <i>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.</i> 	<p>Tier I Intervention: <i>During the school day during ELA workshop.</i></p> <p>Tiers II & III Interventions: <i>During the school day, push-in and pull-out sessions with specialists.</i></p>

			<ul style="list-style-type: none"> o At-risk support with Special Education teachers, using Wilson or Foundations program, as determined by student's learning style. 	
Mathematics	Teacher referral, anecdotes and observations by an Response to Intervention team member.	<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.</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"> o Small group instruction and at-risk support with Special Education teachers. 	<p>Tier I Intervention: During the school day during Mathematics workshop.</p> <p>Tiers II & III Interventions: During the school day, push-in and pull-out sessions with specialists.</p>
Science	Teacher referral, anecdotes and observations by an Response to Intervention team member.	<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:</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</p>	<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</p>

		<p>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>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, 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. 	
<p>Social Studies</p>	<p>Teacher referral, anecdotes and observations by an Response to Intervention team member.</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 Social Studies 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, content area and literacy intervention teachers, language and special education teachers, and trained America Reads tutors, focused 	<p>Tier I Intervention: During the school day focus on Non-Fiction Reading and Writing.</p> <p>Tiers II & III Interventions: 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.</p>

			<i>building strategies and organizational skills in non-fiction reading and writing.</i>	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Teacher referral, anecdotes and observations by an Response to Intervention team member.</i>	<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>	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>	During the school day.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. The Manhattan School for Children, 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 the school and the families. The 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 the school community. The Manhattan School for Children 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

The Manhattan School for Children, 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 (%)	%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	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. [i](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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	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	
	ELL	EP	ELL	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	
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
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/	B	0												

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

- 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.

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:			

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

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

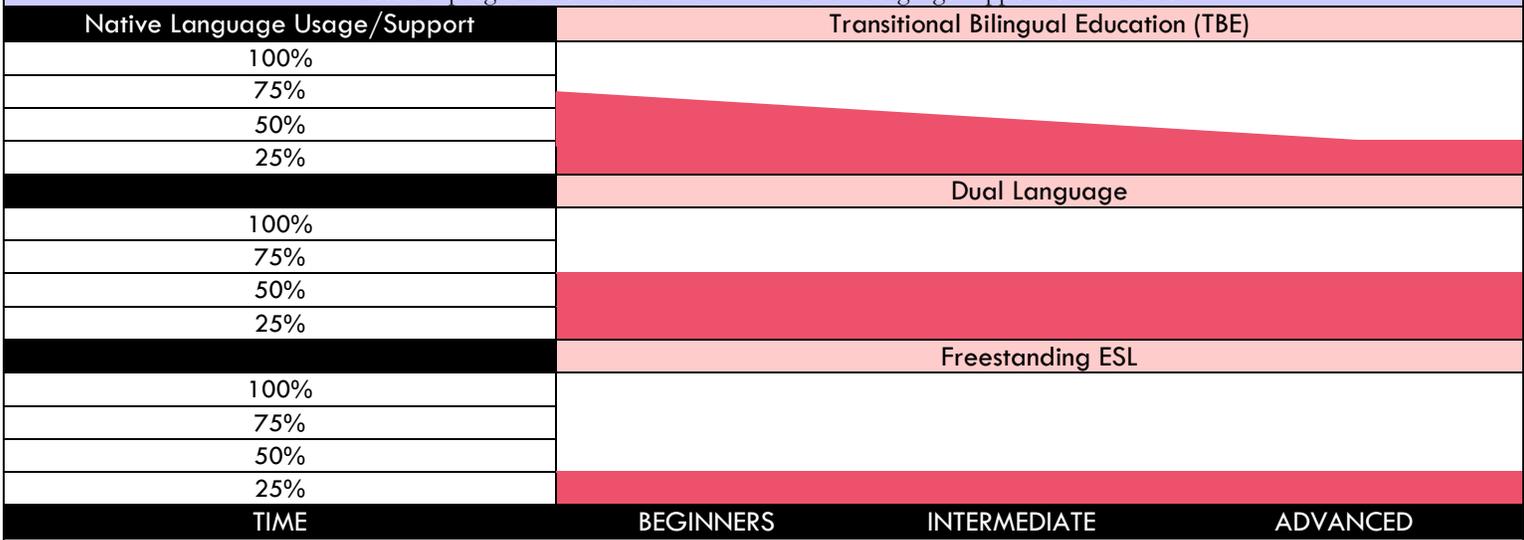
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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 (IBE, 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 aligned 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 Writing 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 well 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:

Part VI: LAP Assurances

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 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.