

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M260

School Name:

M.S. 260 CLINTON SCHOOL WRITERS & ARTISTS

Principal:

JONATHAN LEVIN

Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: The Clinton School for Writers and Artists School Number (DBN): 02M260
Grades Served: 6-9
School Address: 10 East 15th Street New York, NY
Phone Number: 212-695-9114 Fax: 212-695-9611
School Contact Person: Jonathan Levin Email Address: jlevin@theclintonschool.net
Principal: Jonathan Levin
UFT Chapter Leader: Matthew Greenwalt
Parents' Association President: Ashlea Clark and Lynn Cohen
SLT Chairperson: Lindsay Oakes
Title I Parent Representative (or Parent Advisory Council Chairperson): NA
Student Representative(s): Flavie De Germay and Cleo Kromelow

District Information

District: 2 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue, Room 713 Manhattan 10001
Superintendent's Email Address: BLaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-3702

Borough Field Support Center (BFSC)

BFSC: Manhattan, District 2 Director: Yuet Chu
Director's Office Address: 333 7th Avenue
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646.470.0721 Fax: 917.339.1765

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Jonathan Levin	*Principal or Designee	
Jessica Langbein	*UFT Chapter Leader or Designee	
Ashlea Clark and Lynn Cohen	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Flavie De Germay	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cleo Kromelow	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stacy Antoville	Member/Teacher	
Eric Stanton	Member/ Teacher	
Lindsay Oakes	Member/ Teacher	
	Member/ Teacher	
Maya Guterrez	Member/ Parent	
	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maiome Saoirose	Member/ Parent	
Tracey Kahley(Member/ Parent	
John Fishcher	Member/ Parent	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement:

The Clinton School for Writers and Artists enhances student achievement through an arts-integrated program. Our diverse student body engages in authentic inquiry-based learning that demands creative thinking, risk taking, and independence. Students collaborate to produce, perform, and grow as members of their global community.

At Clinton, we promote an inclusive, supportive environment for learning, where students, staff, and teachers treat one another with care and respect. Our graduates will be prepared to navigate the world as reflective learners and responsible leaders.

The Clinton School for Writers and Artists started as a small public middle school located on the Westside of Manhattan, New York City. The Clinton School is scheduled to move to a new building, currently under construction, at 10 East 15th street in the summer of 2015.

Clinton will prepare students for college, all the way up to admission. It is growing to become a 6 - 12 school community over the next four years. Clinton faculty will work with students over seven years, preparing them to be lifelong learners. In the past, after 8th grade we matriculated students to high school and hoped that their dreams were honored as they left us for the final four years of school. However, as one 6-12 school, with a shared vision, resources, and leadership, we can ensure that students have as powerful an experience in high school as they do in our middle school.

Our middle school program focuses on building literacy across content areas, developing critical thinking, and learning how to learn together. Because we focus on building students' abilities to think and communicate logically and analytically, our students excel in reading, writing, and math.

Our high school program is intense. We have planned for students to complete almost all of their NYS graduation requirements by the end of 10th grade. We expect our students to apply to small liberal arts colleges, large research universities, and everything in between, as well as institutions outside of the United States.

The Clinton School for Writers and Artists is a candidate school* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy – a commitment to high quality, challenging, international education that The Clinton School for Writers and Artists believes is important for our students.

The Clinton staff has developed a foundational set of habits that lead to success as a student during and beyond middle school. These "Hawk Habits" are universal throughout the middle grades community. They are also a valued part of the curriculum and, as such, growth in these habits is incorporated into students' grades in each class. The three following Hawk Habits are developed and assessed in all grades:

Engagement : Be an active and attentive learner. Pay attention during the lesson. Contribute to discussions. Devote mental energy to listening for understanding.

Responsibility : Be present. Be on time. Have the materials you need. This is YOUR education. OWN IT.

Time Management : Keep a calendar of HW and due dates in your planner. Plan out when you will get your work done. Complete your work and turn it in on time.

Also, not reflected in grades, but valued by the Clinton community:

Perseverance : Stick to it! Stay with a task through to completion; remain focused. Look for ways to reach your goals when you get stuck. Don't give up – some tasks require extra effort.

Intellectual Curiosity : Ask meaningful questions. Step outside of your comfort zone in order to learn more, even if it means standing out or being different.

Metacognition : Think about your thinking. Notice how you plan to complete a learning task, monitor your progress, and evaluate the results. Be aware of your own thoughts, strategies, feelings, and actions and their effects on your learning, on others, and on your physical environment.

The upper grades staff, which will meet for the first time in August of 2015, will identify IB Learner Profile elements that reflect the values of the community and use those in place of Hawk Habits. In this way, we will begin building a common language around learning in the upper grades, which can then be brought down into the middle grades as we grow.

02M260 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	270	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	3	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	5
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.5%	% Attendance Rate			96.5%
% Free Lunch	29.3%	% Reduced Lunch			3.4%
% Limited English Proficient	1.5%	% Students with Disabilities			23.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			11.3%
% Hispanic or Latino	21.1%	% Asian or Native Hawaiian/Pacific Islander			14.3%
% White	51.5%	% Multi-Racial			1.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			5.24
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	64.4%	Mathematics Performance at levels 3 & 4			66.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			67.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Data from 2013-2014 School Quality Guide that reflects improvement on state tests between 2013 and 2014:

- ELA
 - 2014 median adjusted growth percentile compared to peers - 83rd percentile (pg 6)
 - 2014 median adjusted growth percentile school’s lowest third compared to peers - 50th percentile (pg 6)
- MATH
 - 2014 median adjusted growth percentile compared to peers - 74th percentile (pg 6)
 - 2014 median adjusted growth percentile school’s lowest third compared to peers - 98th percentile (pg 6)

Data from 2013-2014 Middle School Quality Snapshot regarding student progress:

- “Lowest Performing Students” made “fair” progress in ELA, while all students made “excellent” progress .
- “ Lowest Performing Students “ made “excellent” progress in Math, as well as all students.
- 64% met state standards on the ELA test and the average score was 3.3 out of 4.5; district average was 53%
- 67% met state standards on the Math state test, the average score was 3.3 out of 4.5; district average was

Framework for Great Schools Report 2015:

Areas of Strength	Areas of Weakness
We have made the requisite shifts in literacy and math	We need increased course clarity.

Conclusions:

- We do well in moving all of our students per state math assessments. We should focus on literacy development.
- In literacy, we are in the 50th percentile in terms of student growth for the lowest third of students. This is well below our performance compared to peers in literacy for the cohort of students as a whole. As a school for writers and artists, we should be out-performing more of our peers in the lowest third subgroup.

- 64% of our students met standards on the ELA test, which was above the district average, and the average scores was 3.3. We can increase the number of students meeting standards by challenging students in the 9th and 10th deciles, in EEE programming.

Feedback from the Superintendent’s March visit included challenging students in the upper third and improving questioning and discussion techniques.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the 1st decile (lowest 10%) of the students in each grade will demonstrate that they can read for meaning across the content areas in writing or discussion by: making connections through understanding explicitly and implicitly stated information, extending understanding, analyzing and evaluating texts, and identifying point of view as measured by teacher-created materials. This will be measured through an assessment of student reading.

By June 2016, the 9th decile (students in the 90th percentile) of the students in each grade will demonstrate higher order thinking in writing or discussion by generating, gathering and organizing information to present a chosen point of view on a topic with suitable text evidence to support their claim and evaluate the claims of others as measured by teacher created materials. This will be measured through an assessment of student writing.

*Assumes that the upper 10% of students can already do this.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● 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). ● Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In Science EEE and SS EEE, the upper 20% of students will conduct research to present a claim and evaluate the claims of others through work in Science Challenge and SS Challenge.</p>	<p>9th and 10th deciles in 6-8</p>	<p>Sept 2015 – June 2016</p>	<p>Administrators; science and SS EEE instructors in 6th – 8th grades.</p>

In Literacy EEE, the lowest 10% of students will learn in small groups using fiction and nonfiction texts in order to read for meaning in Book Club.	1 st decile in 6-8	Sept 2015 - June 2016	Administrators; special education teachers
6th grade ELA teacher will plan and implement a Book Club unit in order to differentiate by providing a variety of book titles and focusing on questions in and discussion a focus of learning.	All 6th grade students	Sept 2015 - June 2016	6th grade ELA teacher
In 9 th grade, the lowest 10% of students will learn how to use nonfiction texts in order to read for meaning in science and history courses in small groups and whole class.	1 st decile in 9 th	Sept 2015 - June 2016	Administrators; science and history teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Science, SS, and special education teachers in 6 th – 8 th will teach an EEE group.											
Arts and additional content teachers are programmed into EEE in order to reduce group sizes.											
Books will be purchased, if necessary, for Book Clubs and high school courses.											
Teachers will be released in order to participate in intervisitation. Upper grades teachers will be able to observe first period middle grades courses.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the 1st decile of the students in each grade will demonstrate that they can read for meaning across the content areas in writing or discussion by making connections through understanding explicitly and implicitly stated information and extending understanding. This will be assessed through an on-demand writing assessment.
By February 2016, the 9 th decile of the students in 6 th -8 th will demonstrate higher order thinking in writing or discussion by generating, gathering and organizing information to present a chosen point of view on a topic with suitable text evidence to support their claim. This will be assessed through an on-demand writing assessment.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The Clinton School has partnered with the Association to Benefit Children (ABC) in a three year grant. The partnership includes provisions that ABC will work on site 1 day per week to support our middle school students. A total of 18 unique students were referred to ABC in the 2014-2015 school year. Two-thirds of referrals were for females, and this reflects the approximate gender breakdown of our student body. ABC provides a range of support services to students and schools. For the 2014-2015 school year, services provided to Clinton staff, students, and families were:

- 30% Outreach
- 29% Student Support
- 14% Teacher/Staff Consultation
- 10% Mental health Assessment
- 8% Referral Services
- 8% Classroom Observation
- 3% Crisis Intervention

The school staff, Parent Association, and ABC coordinated numerous community-building events and activities for students and their families during the 2014-2015 school year. The purpose of the events, both established and new traditions, was to foster a sense of close-knit and collaborative community, as stated in one of our two big goals for the year. Events and activities included:

- Sports: Run for Reason, Non-Violent Color Wars, sports clubs (soccer, basketball, frisbee)
- Writing: National Pencil Day Celebration, Clinton Soup, Clinton Post
- Performance and the Arts: Inspirational Voices, Clinton Musical, Shakespeare performance, WinterFest, Ballroom Dancing
- Just for fun and learning: Mr. Movember, school-wide dances, Friday coffees for 6th grade parents, Spirit Week, Science Fair, social media and child psychology guest speakers for parents, international trip, yoga for students with anxiety
- 6th and 9th grade orientations

Additionally, the principal and PA sent weekly newsletters to families to ensure that they were updated on events and could participate as they desired.

The most current Framework for Great Schools Report indicated that areas of strength in component of trust included:

- student-teacher trust
- teacher-principal trust
- parent-teacher trust
- parent-principal trust

An area of relative weakness is teacher-teacher trust. Here, the teacher-teacher result of positive responses was 92% and the citywide average for the same indicator was 91%.

Based on the data above, we conclude that we do a good job of creating a positive and supportive school culture for students and their families by providing time for students and families to celebrate and have fun together. We are taking these strategies and the structures behind them in order to continue that support for students and their families in the 9th grade. We are also in the process of developing an upper grades culture with the incoming 9th grade families that is responsive to the needs of 9th graders, which are different from those of younger students. We have asked students to indicate interest and will develop clubs based on their input. A method for creating a supportive environment for students that has been attempted with little success in the past was peer mentoring/tutoring. This is a method that may now be successful if we tap into the strength of our 9th grade and pilot one or two small programs.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, at least 10% of the 9th grade students will be trained and engage in mentoring or supporting students in grades 6 through 8 in academics or an after school program. This will be assessed by our guidance team through a review of participation and attendance logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The Association to Benefit Children (ABC) participates in PPT meetings, conducts classroom observations to support teacher teams in assisting students, and facilitates additional supports for students and parents as requested.	Middle school students who are at-risk socially and/or emotionally	Services continue from 14-15 school year through the end of the 16-17 school year	Administrators, guidance counselor, ABC liaison
9th grade students will assist staff in developing new high school traditions and clubs. The 9th grade is scheduled to have core content course Monday - Thursday and arts and Wellness all day on Friday. This time on Friday, especially when they are all in Wellness, is scheduled in order to build a sense of camaraderie between 9th grade students.	All 9th graders	June 2015 - June 2016	Administrators, high school wellness and arts teachers, 9th graders
Parent Coordinator and guidance counselors coordinate events for parents from 6 - 9 in order to support their children at home.	Parents of all students	Sept 2015 - June 2016	Parent Coordinator and guidance counselors
School personnel, including the after school director, will develop multiple opportunities for 9th grade students to learn how to mentor or support students and then provide 9th graders with an opportunity to do so.	All students	Sept 2015 - June 2016	Administrators; guidance counselors; after school director

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Grant that funds Manhattan Youth. Manhattan Youth will work with Upper Grades staff in order to develop training programs for 9th graders.
Grant that funds ABC partnership.
We also have schedule adjustments that allow this to happen, including set-aside time for 9th grade students.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February of 2016, at least 10% of the 9th grade students have completed training and are about to begin mentoring or supporting students in grades 6 through 8 in academics or an after school program.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Framework for Great Schools Report 2015:

Areas of Strength	Areas of Weakness
We have inclusive classroom instruction. We have professional learning communities that use lesson study and intervisitation to strengthen professional practice.	We are working on reflective dialogue.

Returning Clinton teachers engaged in lesson study and intervisitation cycles facilitated by faculty members on the PD committee during the 2014-2015 school year. Newly hired staff have a diverse background. A few teachers are new to the profession and others are 6 - 10 year veterans. All newly hired teachers indicated a strong desire to engage in collaborative work with colleagues.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will be able to state at least two changes they made to their instructional practice that improved student outcomes as a result of having participated in cycles of lesson study and intervisitation with colleagues.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Department Chairs will meet with the administration at the beginning of the school year to develop an action plan for meeting this goal through professional development and incorporating work on formative assessment and Socratic Seminar.	All teachers	Sept 2015 - June 2016	Administration; Dept Chairs
Teacher programs will include common planning time, as well as time for grade and content team meetings. 9th grade teachers will meet on Friday mornings. SBOs for six half days, if approved, will provide time for middle and upper grades teachers to meet and plan collaboratively.	All teachers	Sept 2015 - June 2016	Administrators
Teachers and staff will unpack the Faculty Handbook at the beginning of the school year to ensure that we are all on the same page in terms of instructional goals and culture.	All teachers	Sept 2015	Administrators; Dept Chairs

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Adding a full-time music instructor.											
Programming that includes time for teachers to meet.											
Beginning of year start up with all staff and six half days throughout year for all staff to meet through early release times.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all teachers will be able to state at least one change they made to their instructional practice that improved student outcomes as a result of having participated in cycles of lesson study or intervisitation with colleagues.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the 2014-2015 school year, administrators completed 80 observations. Within domain 3, component 3b (questioning and discussion techniques) had the greatest number of “developing” ratings.

During the last term of the 2014-2015 school year, teachers expressed a desire for more frequent feedback. Administrators noted that they spent most of their time observing teachers new to the profession at the beginning of the year, and so veteran teachers did not receive actionable feedback in a consistent manner throughout the school year.

Feedback from the superintendent’s March visit included challenging students in the upper third and improving questioning and discussion techniques.

Conclusions:

- Leaders need to focus on improving questioning and discussion in classrooms.
- Observations of teachers need to be spread out throughout the year, regardless of a teacher’s experience level.

Administrators need to stick with looking at formative assessment and provide staff with an instructional strategy that all teachers can use to improve student discussion in the classroom.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administrators will ensure 75% of teachers are using either of the two school-wide instructional strategies, formative assessment or Socratic Seminar, through announced and unannounced observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PD committee will develop an action plan for teaching teachers about Socratic Seminar and then continuing that learning throughout the year either during lesson study and/or intervisitation.</p>	<p>All teachers</p>	<p>September 2015</p>	<p>Administrators; PD Committee</p>
<p>Administrators conduct joint walkthroughs focused on questioning and discussion in order to norm their expectations and guide work across the grades.</p>	<p>Administrators</p>	<p>Sept 2015 - June 2016</p>	<p>Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Time for the PD committee to meet and plan PD.</p>											
<p>Scheduled intervisitations and lesson studies.</p>											
<p>We have blocks of time on Friday for the upper grade teams to meet.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, at least 60% of teachers will have implemented or have a plan for implementing Socratic Seminar in their classroom. This will be measured through grade team discussions and observations.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Parent Involvement in School was cited as a strength in the Framework for Great Schools Report (79% positive response on survey). Teacher outreach to parents was 94% positive response, as reflected on survey. The average attendance rate for 2013-2014 was 97.0%

Clinton seeks to bring families into the school for a variety of purposes throughout the year. Each grade level performs at least once each year, and students of all grade levels participate in events such as Winter festival and the annual musical. These events are well-attended and programmed at different times of the day and week in order to ensure that families can see their children perform at least once during the school year. We will also build on existing traditions for middle and upper grades families and create new events and traditions for upper grades students and their families.

Weekly blasts from the principal through Constant Contact, online gradebooks on JupiterGrades, and our website, www.theclintonschool.net, are additional avenues for communication with families and the community.

Outreach to families of at-risk students is conducted by our guidance counselor, the attendance teacher, the parent coordinator, and administrators. We also have the support of The Association to Benefit Children (ABC) four days a by phone and email and 1 day per week they are in the building.

Current community partnerships include a variety of arts organizations such as: The Whitney, Theater for a New Audience, Dancing Classrooms, The Writers Room, and Lincoln Center. We will look to bring in new community partnerships with institutions in and around our new building just off of Union Square.

As we expand to include high school grades, our work in building strong family and community ties will focus more on supporting students and their families as they move to college and career planning. We will work with families to ensure that they can stay informed and supported in academic and social-emotional development, even as their children become increasingly independent high school students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Clinton will provide at least 2 service opportunities for all students.

By June 2016, 100% of students will participate in college and career focused events appropriate for their grade level.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Organize career fair for 9th grade students, followed by a more in-depth learning opportunity such as a job shadowing day.</p>	<p>9th grade students</p>	<p>Sept 2015 - June 2016</p>	<p>Guidance Counselors; teachers</p>
<p>6th grade students will engage in a teacher/parent college event. Teachers and parents will talk about their colleges & majors, college expectations, and answer students questions about college.</p>	<p>6th grade students</p>	<p>Sept 2015 - June 2016</p>	<p>Guidance Counselors; teachers</p>
<p>7th graders will participate in the NYU College Connects trip with a culminating event to learn about college and career options.</p>	<p>7th grade students</p>	<p>Sept 2015 - June 2016</p>	<p>Guidance Counselors; teachers</p>
<p>SWD's will engage in a self-discovery assessment to determine possible study and career options that may be of interest, research possibilities, and then present their findings with peers.</p>	<p>SWD's with all grades.</p>	<p>Sept 2015 - June 2016</p>	<p>Guidance Counselors</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1.5 guidance counselors will work to coordinate events.</p>											
<p>The Parent Association can identify parents in the community who are willing to participate in career and college events.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, two grade levels will have completed their career and college exploration event.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Level 1 on ELA state exam, course grades below 65	repeated readings, discussion, interactive writing	small group instruction; office hours	during the school day; after the school day
Mathematics	Level 1 on Math state exam, course grades below 65	modeling with manipulatives (in hand and digital), repeated practice, discussion	small group instruction; office hours	during the school day; after the school day
Science	Course grade below 65	repeated readings, discussion, interactive writing	small group instruction; office hours	during the school day; after the school day
Social Studies	Course grade below 65	repeated readings, discussion, interactive writing	small group instruction; office hours	during the school day; after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Staff referral based on observations in class, during transitions, or at lunch -Parent referral	counseling; incorporation into group for students with similar struggle(s)	small group or one-to-one	during the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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 activities and strategies for high quality professional development for teachers, principals, 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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, School Quality 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) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 260
School Name The Clinton School for Writers and Artis		

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

Principal Jonathan	Assistant Principal Cheryl Goett
Coach Lindsay Oakes	Coach Matthew Greenawalt
ENL (English as a New Language)/Bilingual Teacher Zoya Tsirulnikov	School Counselor Ariana Ragonese
Teacher/Subject Area Jessica Langbein/ELA	Parent Ashlea Clark
Teacher/Subject Area	Parent Coordinator Jill Bennett
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Bonnie Laboy	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	377	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

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

**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	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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								2						0
Chinese									1					0
Russian														0
Bengali														0
Urdu														0
Arabic							1			1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0							
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use the QRI to detail the reading inventory for our ELL students. This allows us, through a running record and comprehension response questions, to both assess students phoenimic awareness, as well as their ability to make sense of what they read. We believe that we must assess the students' ability to read both fiction and non-fiction. All except two of our ELL students have learning disabilities. Thus, many of the students are also being assessed by Special Educators to measure their progress against their IEP goals, based on their partucalr learning diability.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The sample size is consistently too small to reveal any statistically valid pattens. One notable exception is that our ELLs traditionally have also been SWD's.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO tool reveals that we are exceeding our AMAO objectives by 20%, but we do not conider the small sample size to be statistically valid.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

With one or two, and sometimes zero ELLs in one grade, we struggle to draw larger conclusions from such a small sample size. However, we do not that what is successful with students is support for academic vocabulary. Thus, in addition to 17 periods of ELA, Science and SS, ELL students are placed in an intervention group, and receive an additional four periods of small group instruction through the Word Generation program. Since ELLs are already taking a great deal of assessments, we do not use the ELL periodic assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Not applicable.
6. How do you make sure that a student's new language development is considered in instructional decisions?
We use weekly grade level and content level meetings to ensure that teaching are working to support students' second language development. They consider support for academic vocabulary, as well as text selection, writing length and frequency, and writing in a variety of genres.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ELL programs by meeting AYP for ELLs. We also use the QRI assessment twice a year to ensure there has been progress. In addition to outside assessments, we use school created unit level assessments and projects to determine how our ELLs are performing. We also examine pass rates on NYC and NYS required assessments.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
All students are enrolled by our pupil personnel secretary, Ms. Marie Brown. As a selective school, all students are either articulated through D2 elementary schools, or sent from the Office of Enrollment. Because of this, we normally know students ELL status the summer before they enroll. However, if a student is sent by the Office of Enrollment, Marie notifies our testing coordinator, and the Assistant Principal. The family completes the HLIS and parent survey and views the parent orientation video. During enrollment families watch the parent choice video in their native language as applicable and complete the program choice form in their native language. Parents are provided with time to ask any questions about the programs. These forms are reviewed and students are placed in the program of choice. The ELPC screen is completed within 10 days of admission for each student. New admit students are administered the NYSITELL and the Spanish Lab Exam when applicable
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
If we interview a family and the interview indicates that a student may be a SIFE, the Language Proficiency Team meets to determine what further action is warranted.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The language proficiency team reviews evidence of the student's English language development. The LPT members include: Cheryl Goett, Assistant Principal, Lindsay Oakes, Testing Coordinator, Zoya Ts, Speech and Language Teacher and the student's parent or guardian. The LPT recommends the student take the NYSITELL or not. If the student is recommended to take the NYSITELL, the student takes the assessment to determine ELL status and continues the identification process as with all students. If the student is not recommended to take the NYSITELL, the LPT's speak with Jonathan Levin, Principal, for review. Upon review if the Principal determines student should take the NYSITELL, the student takes the assessment to determine ELL status and continues the identification process as with all students. Upon review if principal determines student should not take the NYSITELL, the determination is sent to the superintendent and parent or guardian is informed within 3 days of this decision. If the superintendent determines the student should take the NYSITELL, the student takes the assessment to determine ELL status and the identification process continues as with all students. If the superintendent determines the student should not take the NYSITELL, the parent is notified and the ELL identification process terminate
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The NYSITELL is scanned and scored. The Speech and Language Teacher and Testing Coordinator review the scores to determine the letter a family must receive. The teachers then print the correct entitlement or non-entitlement letters, and meet with the students to

explain the contents of the letters. We explain that the letters must be signed and returned, and that they are translated to ensure ease of use. The Testing COordinator teacher then keeps a copy of this signed letter, after it has been returned, to keep in our file. The letter is given to Marie Brown, Secretary, for cumulative records.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Inside the same entitlement or non-entitlement letter, we include a letter outlining their right to appeal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

On the day of enrollment at the school, parents are informed of all three programs of service through watching the parent video. For families that are unable to watch the video on the first day, the families are scheduled to come in to meet at a time that is convenient for them. These meetings are supported by phone translation or staff member translation as required. In addition, Guardians/Parents of English Language Learners (ELLs) are invited to informational meetings in the fall of each school year often coinciding with Open House/Curriculum Night as this is our most significant time for enrollment of new ELLs. There are also informational meetings held during parent engagement time on Wednesday afternoons from 2:35-3:10.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

In order to ensure that entitlement letters are distributed, the ENL Assistant Principal, Cheryl Goett, reviews the RLER, ELPC, and RLAT to determine eligibility of the students. After this review, entitlement letters, program selection forms, and other notices are distributed and collected by our Testing Coordinator. With new students, we meet with families face-to-face to review the parent survey and program selections forms. During this meeting we give any required support on understanding and completing the forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. So that forms are not being lost or not returned, we ensure that families complete them on site. If we cannot meet with them, we follow up with phone calls. When necessary, we use certified mail for these forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

The appropriate letter is distributed to the student. We follow-up with a phone call. When necessary, we use certified mail for these forms.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The Testing Coordinator teacher collect all ELL documentation for each child, including HLIS, parent survey, program selection and entitlement letters. They are kept in students' cumulative record.

11. 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.

In preparing to administer the NYSESLAT to all ELLs, the Assistant Principal, Cheryl Goett, regularly review the ATS reports (RLER, RLAT, ELPC) available to us as well as our internal data systems to be sure that all students are being tested with appropriate accommodations as indicated on their IEPs. Additionally, we collaborate to develop a testing schedule that meets the needs of the students and the staff to ensure that students are tested during an ideal window. The four modalities are scheduled for each student. Finally, we test the students during this window and allow plenty of time before the deadline to ensure that all ELLs have been tested.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Staff runs ATS reports at the start of the year, to review continued entitlement and transitional support. The letters are distributed to the students, and we explain the purpose of the letter and the need to have it signed and returned. When necessary, we follow-up with phone calls. If this is not successful, we use certified mail to ensure the letter arrives and follow-up to ensure it is returned. .

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Due to the small sample size, we do not have numbers that would allow for statistically valid trends. However, we continue to note that no families have requested dual language programs. We review these numbers in September to look to ensure we have built alignment between parent choice and program offerings as per Aspira Consent Decree.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
We use an integrated approach between ENL and ELA programs. Students are heterogenously grouped, although wif we have two ELL students on a grade we normally group them in the same cohort. These students are together thogh the course of all fou major contents. They receive additional four periods of intervention literacy support through Word Generation.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We ensure that the students have the mandated literacy ENL support through a separate course for intervention. This instruction is delivered by Speech and Language Teacher or a Special Educator, depending on the grade level and need. These services are provided outside of ELA.
3. Describe how core content is delivered in each program model. 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.
We ensure that students are prepared for discussion. The content area instruction is delivered to allow multiple points of access to the content through text, visuals, scaffolded supports, and talk. Rather than providing modified content, we provide enhanced content. Students are exposed to concepts through multiple modalities. Students are provided with explicit instruction in how to develop an argument to support their idea using text evidence. This protocol is repeated throughout the content areas to provide consistent strategies and repeated practice. Additionally, students are seated heterogeneously during classroom instruction to facitlitate discussion using peer models. Throughout our content area classrooms, ELLs are provided with language supports such as sentence starters and the opportunity to have discussion with direct teacher feedback in the moment.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We ensure that students are able to take NYS and NYC assessments in their native language when possible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Reading, writing, speaking and listening are essential to everyone's command of English. Thus, these four modalities are supported by ELA teachers in every grade. They are also supported by Science, SS, and Math teachers. We use school created end of unit perofrmance assesesements to ensure students are making adequate progress.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusWe differentiate instruction as necessary. The overwhlming majority of our students are developing or long term ELLs who also are SWD's. Thus we use Universal Design for Learning to provide supports and scaffolds for our students.

Chart students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

We use Jupiter Grades, that provides standards based grading feedback and ease of communication to all students and families.

Jupiter can translate automatically to Spanish so that parents and families can review this information.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We use NYC's modified version of Word Generation for 6th, 7th and 8th grade. In addition we have both classroom libraries as well

as a school library with a wide variety of resources.

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

The staff is trained on both Understanding by Design as well as Universal Design for Learning. Both curricular frameworks allow for students to have access to a curriculum. From a scheduling point of view, we utilize a programming mechanism, the Triple E. The Triple E, that stands for elective, enrichment and extended learning time, allows for students to be placed in intervention as necessary. Content and Special Education teachers use Goalbook, an online program, that gives both support for students making progress towards their IEP goals, as well as instructional support and scaffolds.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

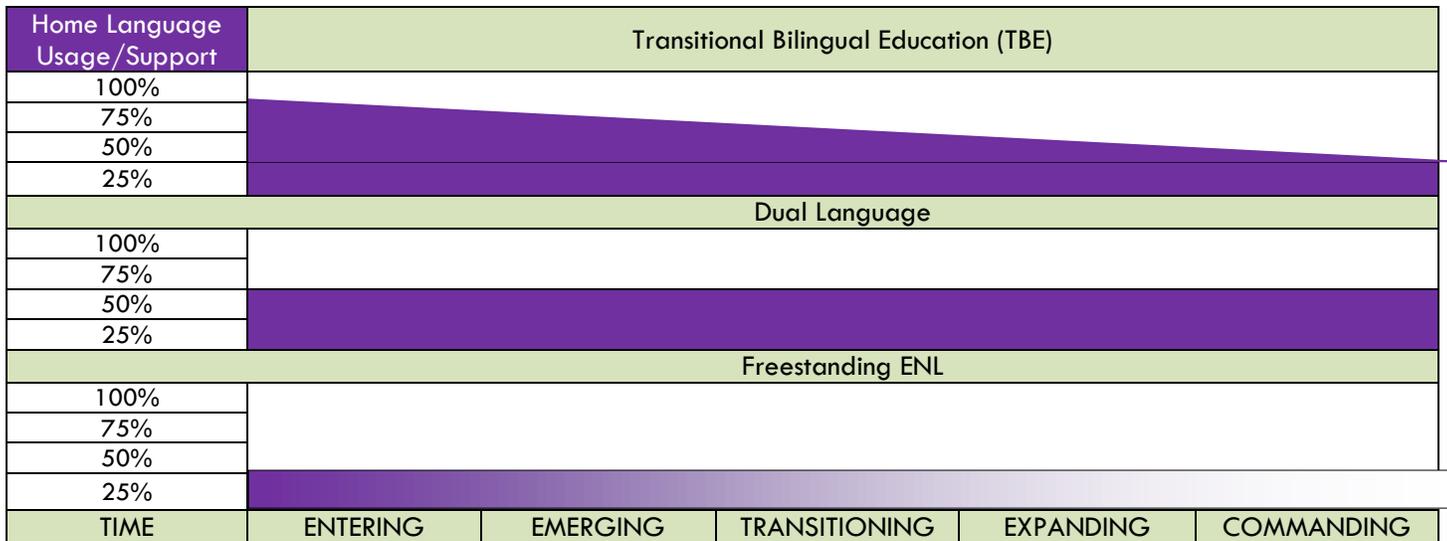


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Word Generation. Math intervention.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
A focus on support for academic language through a research based program has shown to be effective both measured through NYS Exams as well as through end of unit assessments.
12. What new programs or improvements will be considered for the upcoming school year?
Adopting NYC's revised Word Generation. Wilson, if needed.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Students are fully mainstreamed and in a "regular" cohort. They are given access to comprehensive and free afterschool program five days a week that provides enrichment and supplementary services.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
In addition to texts provided on a wide range of levels, we use technology to support some more individualized instruction for students. They are given access to a variety of online programs, including Kahn Academy, NEWSLA and others. Each classroom has a few computers, and we supplement those materials through laptop and Chromebook carts on each floor.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We have texts and dictionaries available for students in their native language in several content areas. All teachers are provided with content relevant glossaries to use with students in their classrooms. Additionally, ELLs have access to iPads, which provide a variety of options for providing instruction in native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We use one teacher to coordinate these activities on each grade level, ensuring that students are supported and resources meet their needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Depending on the need and time of arrival, we often have the Guidance Counselor meet with the student to do some orientation to the building. Additionally, we sometimes place the student in an at-risk group so they can continue to receive preventative care and support. If a student appears less at-risk, we place the student with a buddy. This buddy, sometimes from the same grade and sometimes an older "big sis" or "big brother," meets with them once a week over lunch.
19. What language electives are offered to ELLs?
Spanish.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) ELLs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our teachers take advantage of professional learning opportunities, as offered, through the Borough Field Office, the Central Office of ELLs as well as other professional organizations. The in order to provide colleagues with support in developing units, tasks, and lessons that provide supports for ELLs. This structure also allows the ENL providers to infuse the Common Core Standards into their curricular planning.
Teachers focused on providing ENL support meet weekly on Mondays from 2:35-3:55 to engage in a professional learning study group. During this time, they examine professional texts, debrief intervisitations, develop shared planning practices, and reflect on next steps for instruction.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
They are supported in any desired professional development opportunities, from Central, BFO, or other NYS or National organizations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
This is the first year that we have worked to support students as they transition from our 8th grade to our 9th grade. In this transition, grade level teams met across the summer to develop transitional plans and other possible supports.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Professional development is mostly met through the Monday afterschool learning time. This is over an hour of time, given Monday, when teachers are able to meet and to learn about curricular frameworks, supports, and instructional best practice for ELLs and former ELLs. For whole faculty meetings we keep

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
We have individual meetings with all parents. Since we usually have 5 or fewer students, we ensure that we meet with each of them, above and beyond the annual IEP meeting. In this meeting, using the data from Jupiter grades, we review strengths and weaknesses of the student, especially when it comes to reading, writing, listening and speaking. We measure CCLS, and use the same language across contents, which makes this easier. For these meetings we rely on school staff to translate for Spanish, and DoE staff for other languages.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We create a welcoming environment for all parents. For families of ELLs, we use school staff to translate materials into Spanish. For other languages we rely on parent volunteers. This is usually Arabic or Hindi. Specific activities that are successful are workshops in specific areas such as social media, and raising a teenager. In addition to these meetings, which are offered both in the morning as well as the evening, we have nearly 100% turnout at events that showcase Clinton and the arts. These evenings allow us to showcase both student performance, as well as curriculum. We work to build a warm and positive connection between ELL caregivers and the school, and then use that initial warm relationship to bring the parents in more than once or twice a year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We use Association to Benefit Children to provide high risk students and their families with additional support.
5. How do you evaluate the needs of the parents?
We use formal and informal surveys, outreach from Parent Coordinator and administrators.
6. How do your parental involvement activities address the needs of the parents?
Many of our ELL parents need an orientation to the District 2 school system, U.S. school in general, and how we prepare students for college and career readiness. We work to do this while not overloading and alienating our ELL parents.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M260**

School Name: **The Clinton School for W & A**
Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Clinton has a diverse group of languages. While we have few formal ELLs, usually numbering less than five in any school year, or less than 1% of our population, we do have a larger group of students who speak two languages. Traditionally, according to the HLIS survey, the predominant languages have been Arabic and Spanish. However, over the past two years there have been more Clinton students that speak Mandarin, Cantonese, Japanese and Urdu at home. According to a survey of blue cards, parents prefer to communicate with our staff in English.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The overwhelming majority of our parents indicate that they prefer to use English for written and oral communication. There were two families that preferred Spanish at the start of the 2015-16 school year.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our major document that requires translation is the Clinton family handbook. While this is translated by school staff into Spanish, it is also available, depending on the year and demand, in other languages. Manhattan Youth, our afterschool provider, works to ensure that opportunities for students to engage in enrichment activities are translated as well. During the year we translate newsletters, parent-teacher conference announcements, and essential testing data into our dominant language. Robocalls made for the purposes of attendance and parent teacher conferences are also translated into the predominant language.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have four parent engagement meetings for the whole school throughout the year. This includes two traditional parent-teacher conferences nights, one curriculum night, and one celebration of the arts night. During the course of the year these four meetings are supplemented with meetings for students who are deemed at-risk by the Guidance Counselor, school administrators and an attendance teacher.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

For the predominant language, we provide timely translation by school staff. In most years this has been Spanish. For other languages, we often use a combination of Google Translate and parent volunteers. When necessary, we use the Translation & Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The needs of the school are normally met by school staff. When necessary, we rely on the Translation & Interpretation Unit, normally via over-the-phone interpreters.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We distribute information at staff orientation concerning the identified language needs at the school, and how we identify families in need of assistance. This includes distributed Translation and Interpretation Brochure information. This is reinforced at faculty meetings, including when we do training for Jupiter Grades, and additional workshops for staff throughout the year.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We ensure all materials are posted.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use a survey to ensure that parents are pleased with the quality of the services provided. As ELL families are sometimes difficult to reach and engage, we use a variety of additional informal surveys through Jupiter Grades and Google forms to capture information.