

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M290**

**School Name:**

**P.S. 290 MANHATTAN NEW SCHOOL**

**Principal:**

**SHARON HILL**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Manhattan New School School Number (DBN): 02M290  
Grades Served: K through 5  
School Address: 311 east 82<sup>nd</sup> Street New York NY 10028  
Phone Number: 212-734-7127 Fax: 212-772-8879  
School Contact Person: Doreen Esposito Email Address: DEsposi2@schools.nyc.gov  
Principal: Doreen Esposito  
UFT Chapter Leader: Pamela Saturday  
Parents' Association President: Kristy Johnson  
SLT Chairperson: Mara Saideman  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): NA  
Student Representative(s): NA

**District Information**

District: 02 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 Seventh Avenue, Seventh Floor, New York, NY 10002  
Superintendent's Email Address: [blaboy@schools.nyc.gov](mailto:blaboy@schools.nyc.gov)  
Phone Number: 212.356.7500 Fax: 212.356.7502

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, Seventh Floor, New York, NY 10002  
Director's Email Address: [ychu@schools.nyc.gov](mailto:ychu@schools.nyc.gov)  
Phone Number: 212.356.7500 Fax: 212.356.7500

## 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)
Doreen Esposito	*Principal or Designee	
Pamela Saturday	*UFT Chapter Leader or Designee	
Kristy Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robyn Marquis	Member/ Elected Parent	
Melissa Saperstein	Member/ Elected parent	
Ian Reifowitz	Member/ Elected Parent	
Deborah Cohen	Member/ Elected Parent	
Mara Saideman	Member/ Elected parent	
Amy O’Brien	Member/ Elected UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Hallie Saltz	Member/ Elected UFT	
Sophy Joseph	Member/ Elected UFT	
Rebeca Valentin	Member/ Elected UFT	
Jamie Kushner	Member/ Elected UFT	
Andrea Tessler	Member/ Elected Parent	
	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**

At P.S. 290 The Manhattan New School, we envision a school where all members of our community are self-motivated, self reflective and self-aware. Challenges and mistakes are viewed as opportunities for growth and learning. Fixed mindsets are replaced with growth mindsets and phrases such as "I can't" and "I'm not good at" are replaced with "I need some help with" or "I'm working on improving at" and "I'm not there yet".

Social and emotional learning is incorporated into the curriculum in an authentic and meaningful way. All stakeholders value the importance of emotional intelligence. The staff models behaviors that reinforce positive social interactions, we value our role as facilitators and role models. Teachers feel responsible for all students in the school, not just those in their classrooms. Relationships are built between students and adults, each child is an individual and recognized for their unique qualities and characteristics.

Teachers have high expectations of all their students and in turn the students have high expectations of themselves. Each classroom curricula is rigorous, meets the standards, is differentiated and modified to meet the needs of all students. Students explore, question and collaborate in order to become life long learners and global citizens. Children are aware of their strengths and goals, which are determined in partnership between the students and teachers in a purposeful manner. Students feel empowered to state their opinions, question each other and articulate thoughts and ideas through actionable feedback.

Administrators have a high level of respect for the professionals in the building. Teachers have the freedom to make decisions based on their student's needs as well as their own expertise. Professional development is created based on the needs of the teachers as well as the shared goals of the school. Administrators lead by example and are open to suggestions and feedback from all members of the community, including students.

We are a community where differences are not only respected but valued. School wide activities and celebrations reflect the culture of all members of the school. Families play an integral role in their child's academic and social development so consequently teachers and administrators value the importance of parent engagement. Teachers and families participate in conversations that reflect mutual respect and trust. Each member of the community knows that they are valued and that their voice matters.

### **CEP Overview**

As indicated in our Quality Review and in previous CEP documents we have been working towards creating a school culture that is immersed in questioning and feedback as indicated in 3b of the Danielson Framework. This work has guided our thinking and our practice as we have continued to align our curriculum. We have accomplished this in conjunction with working on our student's ability to be reflective and engage in ambitious intellectual activities. Our professional development has included Making Thinking Visible, Harvard's Project Zero, SOLE (Self Organized Learning Environments), and Carol Dweck's, Mindset. This has led to our exploration of how to better utilize inquiry studies and the ideas around STEAM and MAKER Education. The creation of an addendum to the report cards, by each grade level,

are “Indicators” of student progress and can also be used for assessment and record keeping purposes. Additionally, they keep parents informed, and provide them with more information about their children’s growth.

We have noted significant gains as it pertains to this work and we have kept the principles of the Framework For Great Schools in mind as we continue to work towards our collective goals.

Going forward we will be focusing on re-examining 3b of the Danielson Framework to become more adept at 3d towards improving student outcomes. The work in section 5 is indicative of that and how we will achieve these goals.

## 02M290 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	646	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		96.3%
% Free Lunch	9.0%	% Reduced Lunch		3.1%
% Limited English Proficient	5.3%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		2.2%
% Hispanic or Latino	7.4%	% Asian or Native Hawaiian/Pacific Islander		12.3%
% White	72.3%	% Multi-Racial		4.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.99
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	71.5%	Mathematics Performance at levels 3 & 4		78.1%
Science Performance at levels 3 & 4 (4th Grade)	97.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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		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	N/A	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			
<b>Accountability Status – High Schools</b>				
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.

Based on the importance of giving students opportunities to collaborate and explore higher level questions and to develop critical thinking skills, we believe that allowing self-directed learning while providing meaningful feedback will increase levels of student participation, engagement and academic achievement.

### 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, all classrooms in grades 3, 4 and 5 will devote 50 minutes per week towards student driven collaborative inquiry studies that will teach students the skills of monitoring their own learning against clear standards through student-to-student feedback, student self reflection, and goal setting.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will use protocols from SOLE (Self Organized Learning Environments).</p>			
<p>Teachers and students will use teacher-created indicators based on the CCLS to monitor learning and provide feedback.</p>			
<p>Students will create portfolios to document and reflect on their strengths and goals including self-assessments.</p>			
<p>We will be using Danielson 3b and 3d to guide this work.</p> <p>At grade level meetings and teacher team meetings teachers will use plans on Rubicon Atlas to look at and analyze student work.</p> <p>Implement the creation of a classroom dedicated to incorporating several guiding principles of MAKER Education and STEAM where students have access to technology and resources to explore and work together.</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>The resources we will leverage to achieve this goal and implement the action plan include using teachers who have attended Professional Development on this subject matter and who will then turn key the information. We will also be utilizing teachers who have expertise in these particular areas as well as the math coach, special educators, the art teacher, science teacher and experts in the areas of SOLE and MAKER Education.</p> <p>Teachers will use PD Mondays, professional development days i.e. Election Day and grade level meetings. Coverage will be provided for teachers during planning days and teachers will have the flexibility to do inter-visitations. This can also be accomplished by switching prep periods.</p>
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<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
We will engage in progress monitoring throughout the year based on our PD Monday schedule. In January 2016 we will re-evaluate and re-assess plans to insure they are effective,
<b>Part 5b.</b> In <b>February 2016</b> , 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.

We will be utilizing two report cards along with three parent teacher conferences that will be supplemented through, end of year report card indicators. Report card indicators were created through a school wide initiative as a result of a survey generated by the SLT. The survey results indicated a need for more feedback from teachers to insure greater communication with families regarding their children’s progress. This is being achieved by sending home the report card indicators four times per year. The report card indicators are a set of end of year expectations in reading, writing, math and social emotional behaviors meant to create more rigorous and differentiated instruction to improve student achievement and increase learning opportunities. Student progress is monitored and documented on a continuing basis towards the end of year expectations

### 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 2016 all grades (K to 5) will create and implement the use of end of year indicators to support the STARS report card for 100% of their reading, writing, and math units along with social emotional behaviors.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will use data from these indicators to inform their small group instruction to target the needs of students working below grade level standards.</p>			
<p>Grade level teacher teams, inter-visitations, Monday PD sessions and Making Thinking Visible –Project Zero Through Lines.</p>			
<p>Monday PD sessions will focus on aligning record-keeping, ongoing assessments and documentation based on the indicators.</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>The resources we will leverage to achieve this goal and implement the action plan are using teachers who have attended Professional Development on this subject matter and who will then turn key the information. We will also be utilizing teachers who have expertise in these particular areas as well as the math coach, special educators, the art teacher, science teacher, PD Committee and Rubicon Atlas. Teachers will use PD Mondays, professional development days i.e. Election Day, grade level meetings and coverage will be provided for them for planning days.</p>											
<p><b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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> </p>

We will engage in progress monitoring throughout the year based on our PD Monday schedule. In January 2016 we will re-evaluate and re-assess plans to insure they are are effective.

**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 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.

Based on our analysis of data from TC Assessments and test scores, our analysis determined that a more strategic approach was required to improve our reading instruction towards fostering rigorous habits and higher order thinking skills for SWD’s and ENL 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–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, 50% of students with disabilities and ENL students in grades 2 through 4 will demonstrate improvement in their literal and inferential comprehension as measured by moving two TC levels.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Revised RTI packet used to provide interventions.</p>			
<p>The ENL teacher, Special Education Coordinator, special education teachers, service providers and PPT team will coordinate to modify and make the necessary accommodations to the curriculum.</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>The resources we will leverage to achieve this goal and implement the action plan are using teachers who have attended Professional Development on this subject matter and who will then turn key the information. We will also be utilizing teachers who have expertise in these particular areas as well as the math coach, special educators, reading intervention specialists, our ENL teacher as well the PPT Team. Teachers will use PD Mondays, professional development days i.e. Election Day, grade level meetings and coverage will be provided for them for planning days.</p>											
<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
We will engage in progress monitoring throughout the year based on our PD Monday schedule. In January 2016 we will re-evaluate and re-assess plans to insure they are are effective.
<b>Part 5b.</b> In <b>February 2016</b> , 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		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.

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**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 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		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.

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**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	TC Assessments, Running Records, other formative assessments such as anecdotal records. Report Card Indicators & Report Cards	Reading intervention, Foundations, Wilson, RTI, Shared Reading Guided Reading, Interactive writing	one-to-one and small group	during the school day
<b>Mathematics</b>	End of Unit Assessments, ECAM, Exit Tickets, State Math Test, Report Card Indicators and Report Cards	RTI, Math games, manipulatives, math intervention	one-to-one and small group	during the school day
<b>Science</b>	Formative Assessments, Science Fair projects and State Science Test	RTI	one-to-one and small group	during the school day
<b>Social Studies</b>	Projects, non fiction reading and writing assessments	RTI	one-to-one and small group	during the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Project Excel, Counseling, Informal Evaluations, Push-In, Pull-Out Interventions, Special Ed, Speech and OT providing at risk interventions	adoption and divorce group, project excel, fifth grade social issue group, individual and small group counseling	one-to-one and small group	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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>P.S. 290</u>	DBN: <u>02M290</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 290 will implement a Title III Supplemental Program for ELLs in grades K-5, consisting of a direct instructional component, a professional development component and a parental engagement component. The chief purpose of the Title III Supplemental Program for ELLs is to support newcomer ELLs in making content comprehensible and meeting the demands of the Common Core Learning Standards. The direct instructional component will focus on supporting ELLs in meeting the linguistic demands of the New York State English Language Arts Curriculum and Common Core English Language Arts Learning Standards. Students will explore the vocabulary and linguistic structures needed to access the content and perform listening, reading, speaking and writing tasks using the language of English Language Arts. This direct instructional component will be delivered using a combined before-school and after-school model. During the before and after school program, a certified ELL teacher will provide direct instruction of language. Language instruction will be delivered using small group instruction. The program will be held for a total of 7 months, beginning November 10, 2014 and ending on June 19, 2015. The before-school program will take place on Wednesdays and Thursdays from 7:30am-8:30am. The after-school program will take place on Wednesdays and Thursdays from 2:30-3:30. The program will include one certified ELL teacher. The allocated funds will be used to pay the per session salary for a certified ELL teacher, at a rate of \$50.50 per hour. The materials that will be used for this program include the Wilson Reading Program, informational and fictional texts, videos, realia, manipulatives, word walls and notebooks. The allocated funds will also be used to purchase informational and fictional texts that will be used to support ELLs in meeting the linguistic demands of the New York State English Language Arts Curriculum and Common Core English Language Arts Learning Standards.

## Part C: Professional Development

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

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

Begin description here: The professional developments component of the Title III Supplemental Program for ELLs will aim to provide generalized support to all teachers who work with ELLs and to provide additional targeted support in order to meet individual teachers' needs. All K-5th grade teachers (including general education, special education, art, music, physical education, technology and science teachers) at P.S. 290 will participate in monthly meetings, with the goals of developing their understanding of English language acquisition learning strategies for working with ELLs in order to encourage language development and make content comprehensible. These meetings will be held approximately once per month, beginning in December and ending in May, from 3:00-4:00pm and will be led by the ELL teacher. Topics to be covered may include differentiating the needs and expectations of ELLs by proficiency level, incorporating strategies to make content comprehensible for ELLs at all proficiency levels, aligning ELA and Math CCLS to meet the needs of ELLs, and how to encourage ELLs to develop and use academic language when writing and during classroom

### Part C: Professional Development

discussions. In addition to the monthly staff meetings, the ELL teacher will schedule individual meetings with teachers on an as-needed basis to further develop strategies to meet individual ELLs' needs.

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$6060.00</u>	<u>1 teacher x \$50.50 per hour x 120 hours.</u> _____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$3,500.00</u>	<u>Wilson Reading program, informational and fictional texts from Scholastic or other reputable publishers, targeted to support ELLs in meeting the linguistic demands of the New York State English Language Arts Curriculum and Common Core English Language Arts Learning Standards.</u>
Educational Software (Object Code 199)	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	<u>\$1,640.00</u>	<u>Admission and transportation to and from cultural institutions such as the Museum of Natural History, The Statue of Liberty, The Empire State Building, The Metropolitan Museum of Art, Lincoln Center, The New York Botanical Garden, The Transit Museum.</u>
Other	<u>_____</u>	<u>_____</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	<u>_____</u>

**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 <b>02</b>	Borough <b>Manhattan</b>	School Number <b>290</b>
School Name <b>The Manhattan New School</b>		

### 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 <b>Doreen Esposito</b>	Assistant Principal <b>Amy O'Brien</b>
Coach <b>Christopher Lomot</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Marisa Cohen</b>	School Counselor <b>Valerie Radetzky</b>
Teacher/Subject Area <b>Elissa Eisen/IEP teacher</b>	Parent
Teacher/Subject Area <b>JoAnne Searle</b>	Parent Coordinator <b>Sally Mason</b>
Related-Service Provider <b>Jennifer Rooney/Speech</b>	Borough Field Support Center Staff Member
Superintendent <b>Bonnie Laboy</b>	Other (Name and Title)

### 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	1	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)	629	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 checked="" type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	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					
<b>All ELLs</b>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	20	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	20	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	0	0	1	1	0	0								0
Chinese	0	0	1	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	1	1	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	2	5	2	1	4	0							0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	1	2	1	0	0	2								0
<b>Emerging</b> (Low Intermediate)	0	0	3	0	0	0								0
<b>Transitioning</b> (High Intermediate)	0	0	0	0	1	2								0
<b>Expanding</b> (Advanced)	0	1	4	3	0	0								0
<b>Commanding</b> (Proficient)	0	1	0	1	2	5								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	0	0								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	1	0	1	2	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			0
4		2			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			1				2		0
4	1		2				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		1		2		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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
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.  
 Teacher's College Reading Assessments are used to assess the early literacy skills of ELLs at our school. Although students may be able to decode, ELLs may not be gaining necessary comprehension. In addition, when there is comprehension, students may have trouble expressing themselves during this section of the assessment. Furthermore, newcomer ELLs may not be familiar with the vocabulary that is necessary to use context clues or picture clues for help. This indicates that we need to support ELLs with content based vocabulary instruction so that they can implement the appropriate literacy strategies to become successful readers. We will also have to support ELLs in expressing their ideas in order to properly assess their comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across performance levels on the NYSITELL and NYSESLAT indicate that the majority of students across emerging, transitioning and expanding and commanding levels score higher on the speaking and listening modalities. Students within the entering level usually score the highest on the listening modality. The revealed patterns may effect student grouping, and leaves implications for curriculum planning. The data can inform the teachers of ELLs about which skills the students need to further develop to gain English proficiency. The data may also inform common branch teachers which areas of professional development are needed in order to enhance teaching practices that will target ELLs' needs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We are waiting for the RNMR reports in ATS to be populated in order to analyze trends by modality and calculate AMAO's. Currently, there is no data for the 2013 or 2014 school years on the RNMR report. In addition, the RLAT data sheet from ATS was unable to open and/or download in order to be copied into the AMAO worksheet. Once this data is updated in ATS and screens become functional, we will input it into the AMAO tool to analyze the data trends by modality. We will then be able to evaluate progress toward achievement of proficiency for subgroups of ELLs and apply the data to design effective instructional programs and/or interventions for these students.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The data patterns across performance levels on the NYSITELL and NYSESLAT indicate that the majority of students across emerging, transitioning and expanding and commanding levels score higher on the speaking and listening modalities regardless of grade. Students within the entering level usually score the highest on the listening modality, again, regardless of grade. ELLs do not take exams in their home language. b. Our school's administration and teachers are working together to meet the potential gaps in knowledge, skills and language that our data analysis has revealed. We hope that these efforts will help our ELLs close the gaps they may have, coming from other countries with significantly different math curricula, and thereby help these students reach grade-level proficiency at accelerated rates. We will also be exploring how to further support ELLs in ELA to be sure that they can access the content at multiple entry points and that ENL instruction is fully aligned to the common core curriculum and standards. c. The home language may be used to determine the level of literacy, verbal and listening skills in the first language to determine if the child is on grade level in their native language.

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](#).]

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

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

We consider multiple factors related to ELLs' second language development in our instructional decisions. We recognize that while ELLs are categorized by overall language proficiency (Entering, Emerging, Transitioning, Expanding and Commanding), instructional decisions must be made considering more specific information about each child, including information about the child's educational history and cultural background. We incorporate data such as students' reading levels as well as levels of content knowledge when designing instruction. For example, we may have an ELL in fourth grade who is at the intermediate level of English proficiency and reads at a second grade level. By considering all of these factors, we are appropriately able to scaffold instruction to meet the 4th grade content level demands, while providing the English language support necessary, and in a way that is appropriate for a second grade reading level. By properly using data, we can modify instruction with the appropriate resources and supports to allow ELLs to succeed and encourage continual growth in their language, literacy and content knowledge. Understanding the educational background a child is coming from can help inform instruction. For example, knowing that a first grade child from Denmark cannot yet read in Danish because literacy is not taught until second grade helps the teacher to understand that the absence of literacy is not due to a learning disability. In addition, understanding a child's cultural background, such a social norms and mores can help teachers to understand specific classroom behavior and communication styles. Knowing this type of information can help teachers make informed decisions on how to support the student to help them meet their social and academic goals. This type of information is collected during the interview process when parents are completing the home language survey with the ENL pedagogue.
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?

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

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

To evaluate the success of our ENL program, we use the results and progress shown on the NYSESLAT assessment, in addition to informal and formal classroom based assessments such as Teacher's College Reading Assessments. We also use parent feedback and measures of individual student progress to help us evaluate the overall success of our ELL program.

## 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.

The pedagogue responsible for the initial identification of ELLs is Marisa Cohen, certified ESOL Teacher who speaks English and Spanish. During registration of a new entrant or reentrant to the Department of Education after 2 continuous years in a school outside of New York State, parents complete a Home Language Identification Survey (HLIS) with qualified personnel which includes the ESOL Teacher, Marisa Cohen, or a teacher trained in cultural competency, language development and the needs of English Language Learners. The surveys are available in the ten languages the NYCDOE has translated them into. If needed, translation is provided in the parents' preferred language through the Translation Services Phone Interpretation number. The informal interview process takes place between the child, child's parent or guardian and the ESOL teacher at registration in English and the native language. If a school-based pedagogue is not available who speaks the native language, the Translation and Interpretation Unit will be called to assist in the interview. Based upon the responses on page 2 of the HLIS, the ESOL teacher asks for more information and clarification regarding the child's prior schooling, language(s) of instruction, and any other services that may have been provided and in what language. The ESOL teacher then orally interviews the child in English with age and grade appropriate questions and documents the answers in writing. In accordance with the CR-Part 154 ELL identification process, the ESOL teacher reviews all HLIS forms, student work if available, and parents' and child's responses to the interview. If a child is entering with an IEP, the Language Proficiency Team will meet to review the IEP to determine if the child is able to take the NYSITELL. If, based on the HLIS and parent interview a child has not attended school regularly, the SIFE questionnaire will also be administered to the student to determine SIFE eligibility. Based on the results of the informal interview, a decision is made of the child's dominant home language. If the child's home language is one other than English, the ESOL teacher will administer the appropriate NYSITELL exam in order to determine eligibility for bilingual/ ENL services and instructional placement. The NYSITELL is administered by Marisa Cohen, certified ESOL teacher, and it is completed within students' first ten days of enrollment. If necessary, the Spanish LAB is administered afterward for Spanish-speaking ELLs who do not score proficiently on the NYSITELL. At this time, the OTELE code is entered into ATS by the school secretary.

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).

Newly identified ELLs in grades 3-5 who score at the beginning/entering or low intermediate/emerging level of proficiency as indicated on the NYSITELL are screened for SIFE status using the SIFE identification process. First, the oral interview questionnaire provided by the New York City Department of Education is administered by the certified ESOL teacher, Marisa Cohen. If the student has a home language of Haitian Creole, Arabic, Bengali, Chinese or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered within 30 days of enrollment by the certified ESOL teacher, Marisa Cohen. In addition, formal assessments such as Teacher's College Reading Assessments and informal math assessments will also help determine SIFE status.

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).

If a student enters into school with an IEP, the Language Proficiency Team (LPT) will meet to determine whether the child may have second language needs or whether the students' disability is the determining factor affecting whether the student can demonstrate proficiency in English. This decision will be made at the LPT meeting which includes the following team members; Doreen Esposito, Principal, Marisa Cohen, ENL teacher, Elissa Eisen, IEP teacher, and the students' parent or guardian. Translation services will be provided during the meeting through the use of the Translation and Interpretation Unit in the parents preferred language. The final decision of the LPT is sent to the school principal for approval. If the LPT determines that the student may have English language acquisition needs, the student will take the NYSITELL. If the LPT determines that the student does not have English acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the decision, the NYSITELL will immediately be administered. If the principal accepts the decision, the decision will be sent to the superintendent for a final decision. The superintendent has 10 days to accept or reject the LPT recommendation. Then, the parent will be notified within 3 days of the superintendent's final decision in their preferred language. If the superintendent determines the student must take the NYSITELL, it will be administered within 5 school calendar days of the decision. The Language Proficiency Team NYSITELL Determination form will then be completed and placed in the students' cumulative folder. The identification process and placement for students entering with IEPs are completed within 20 days.

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.

Upon completion of NYSITELL testing, scanning testing materials and scoring, standard entitlement and non-entitlement letters are sent home in the parents' preferred language for all students who are entitled and non-entitled to services within the first five days of a students' arrival. Also within the first ten days of enrollment, parents of newly enrolled (entitled) ELLs are invited to attend an orientation with the ENL teacher to ensure their understanding of all three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. If necessary, translation of the meeting is offered, and translated versions of the parent orientation video, survey and materials are made available using the standard resources from the NYCDOE Department of English Language Learners. Parents are also encouraged to ask questions to clarify the differences among the three program choices, and further support is offered by the parent coordinator, as necessary. Letter distribution records are kept on a spreadsheet to track all

correspondence. Copies of the letters are made and are securely filed with the ESOL teacher, sent home to the parent/guardian and placed in the child's cumulative folder.

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).

For newly identified ELLs, a parent orientation is offered by the certified ESOL teacher, Marisa Cohen. During the parent orientation for newly enrolled ELLs taking place within 10 days of student enrollment, parents will be informed that they have the right to appeal ELL status using a request for re-identification. The parents will also be informed how to request the re-identification process through a written request within the first 45 school days of enrollment. This request will be kept track of by the certified ESOL teacher, Marisa Cohen, on the new student identification spreadsheet with attached documentation.

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.

Parents are invited by the certified ESOL teacher, Marisa Cohen, to attend the mandatory parent orientation taking place within the first 10 days of enrollment through email and hard-copy letters sent home. During the parent orientation led by certified ESOL teacher, Marisa Cohen, the three program choices (transitional bilingual education, dual language and freestanding ENL) are discussed using the Department of Education Translated Parent Video and translated parent brochures. If a parents' preferred language is unavailable, an over the phone translator will be contacted using the Translation and Interpretation Unit. Parents are encouraged to ask questions of the three programs and are given time to make their choices. The translated parent selection and survey documents are available to complete during the parent orientation. Parents are given 3 days to complete the parent selection form if they choose not to complete it during the orientation. Parents are made aware that their child will be placed in the freestanding ENL program until they return their parent selection survey. Completed parent selection forms and surveys are collected and kept securely stored with the ESOL teacher and placed in the student's cumulative folder. A spreadsheet is used to keep track of completed and missing parent documents. If a survey is not completed and returned, parents are made aware through phone calls, emails and face-to-face conferences that the bilingual program is the default program. If a TBE/DL program is made available, the certified ESOL teacher, Marisa Cohen, will reach out to parents who have previously chosen the TBE/DL program through phone calls, email, letters home and face-to-face conferences that their program of choice is now available. This information will be translated if necessary through the Translation and Interpretation Unit.

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.

Parent surveys and program selection forms are returned during the parent orientation or within 3 school days of distribution after the parent orientation. Completed and returned forms in addition to incompletd and un-returnd forms are kept track of using a spreadsheet. Parents are informed during the parent orientation that their child will be placed in a freestanding ENL program until the parent survey and program selections forms are completed and returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Completed and returned Parent Survey and Program Selection forms in addition to incompletd and un-returnd Parent Survey and Program Selection forms are kept track of using a spreadsheet. Parents are informed during the parent orientation that their child will be placed in a freestanding ENL program until the parent survey and program selections forms are completed and returned. Outreach via email, phone calls and in person conferences take place to ensure all forms are completed and returned.

9. Describe how your school ensures that placement parent notification letters are distributed. Upon completion of NYSITELL testing, entitlement letters are sent home for all students who are entitled to services. Non-entitlement letters are also sent home at this time to parents of students who were tested, but are not entitled to services. In addition, transitional letters are sent to parents of ELLs who have reached proficiency, and continued entitlement letters are sent out for those who will continue to receive services during the current school year. Once students have been placed in the parents' chosen program, official placement letters are sent home. A spreadsheet is maintained to ensure that all entitlement and placement letters have been properly distributed and all parent selection forms have been returned. Copies of entitlement letters, parent selection and program placement forms are filed and securely stored with the ESOL teacher and placed in the student's cumulative folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all ELL forms including HLIS, parent survey and program selection forms, entitlement, non-entitlement and transitional letters, in addition to meeting agendas and attendance papers are filed by school year and securely stored with the ESOL teacher in the ESOL room. All original forms including HLIS and interview documentation, parent survey and program selection forms, original entitlement, non-entitlement, continued entitlement and transitional letters are filed in the students' cumulative folders in their classrooms.

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.

The NYSESLAT is administered to all ELLs each spring. ATS reports such as the RLER and the RLAT are printed before the exam and used to determine NYSESLAT eligibility. The ELL teacher is responsible for administering the test. A checklist is created to ensure that every ELL has completed all 3 days of testing within the designated timeframes. A schedule is created to test children by grade band and then sent to all teachers and staff.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Upon completion of NYSITELL testing, continued entitlement and transitional letters are sent home for all students who are entitled to services. In addition, transitional letters are sent to parents of ELLs who have reached the commanding proficiency level, and continued entitlement letters are sent out for those who will continue to receive services during the current school year. A spreadsheet is maintained to ensure that all continued entitlement and transitional letters have been properly distributed. Copies of continued entitlement letters and transitional support letters are filed and securely stored with the ESOL teacher.
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).

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

## 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.  
In the Freestanding ENL program, students who require stand-alone ENL are pulled-out of their general education classroom for their required time mandates for ENL instruction. Instruction is delivered in a stand-alone ENL program in order to develop students' English language skills so they can succeed in core content classes. Instruction is delivered by the certified ENL teacher, Marisa Cohen. Students are grouped in ungraded and heterogeneous groups. These groupings are formed by taking into account language proficiency level and grade level. Students may be grouped within two contiguous grade levels within two proficiency levels. The small difference in proficiency levels benefits students by having some students as language models and all students feeling comfortable within a group of language learners. The integrated ENL program is delivered by the certified ENL teacher with the certified content area teacher. For students who require the integrated model, the ENL teacher conducts instruction within the general education class alongside the content teacher. The integrated ENL model builds English language skills through the content area subject matter. Therefore, students are placed in their general education classes according to their proficiency levels up to two contiguous levels. This is done primarily for scheduling purposes. The ENL teacher uses ENL methods and strategies to make the content accessible for students. The ENL teacher is present during grade level meetings and meets informally with content teachers to discuss and plan instruction.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?  
The results from the NYSESLAT are reviewed each fall to determine if students are still entitled to services and how many minutes of instruction they should receive according to the RLAT. For new ELLs, we use their scores on the NYSITELL to determine

if they are entitled to services and how many minutes of instruction and in which model they should receive. As per CR Part 154, requirements for English as a New Language, students at the entering and emerging levels receive 360 minutes of ENL instruction per week with 180 minutes of Freestanding ENL instruction and 180 minutes of Integrated ENL Instruction. Students at the transitioning level receive 180 minutes of ENL instruction, with 90 minutes of Freestanding ENL instruction and 90 minutes of Integrated ENL instruction. Students at the expanding level receive 180 minutes of Integrated ENL instruction during ELA or other content area instruction. Students at the commanding level receive 90 minutes of Integrated ENL instruction in ELA. Students at the commanding level receive services for two years. All ENL instruction is delivered by a certified TESOL teacher. We ensure that students are receiving their mandated number of minutes by grouping students according to proficiency levels within two levels. This helps with scheduling and ensures that all students are receiving their mandated minutes. Students who require only integrated ENL minutes are grouped together and are taken into classrooms to receive content instruction delivered by the content area teacher and the certified TESOL teacher, Marisa Cohen.

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.

It is important to make content accessible and to enrich children's language development using all modalities of learning. Our Freestanding ENL Program curriculum is designed to support ELLs' language development, while also providing support for the academic content and skills expected for their grade levels. Using an inquiry-based curriculum, consisting of content units that incorporate Common Core ELA Standards and content from the NYS Science Scope and Sequence, our ELLs receive targeted instruction that encourages simultaneous development of their English language skills and literacy skills, while also making grade-level content comprehensible.

Within the Freestanding stand-alone ENL model, students are engaged in the instructional method of visual research. Visual research is designed around content-based units and incorporate the four modalities of language, reading, writing, listening and speaking. Through the method of visual research, students form and ask questions, and evaluate and analyze information presented through various mediums such a photographs, books, and videos. Students apply their understanding from visual research to create deeper understanding of content through partner and whole class discussions. Visual research allows multiple entry points for students of all proficiency levels to access the content while keeping the rigor high. Visual research lessons are differentiated to adapt to meet each student's individual learning needs. Visual resesarch is a highly scaffolded starting point to research based learning, ultimately fostering the development of independent research which incorporates student led inquiry using the skills of speaking, listening, reading and writing with fiction and non-fiction text.

Communicative learning techniques are implemented to help ELLs with both content and academic language. In both the Freestanding and Integrated ENL programs, activities such as "stop and jot", partnerships and "turn and talk" are used to allow students to engage in "accountable talk." Newcomers also enjoy participating in Total Physical Response. As a part of a balanced literacy program throughout the school, English Language Learners engage in shared, guided, and independent reading in the Freestanding and Integrated ENL programs. In addition, interactive writing and modeling are an essential part of our writer's workshop. Students are given the opportunity to explore many different genres in reading and writing.

In the Integrated ENL program, small group work is used to help differentiate the core content and make it accessible for ELLs. Strategies include the use of photographs and illustrations when possible, having discussions and partner talk to develop prior knowledge, use of techonology when appropriate for example using the iPad for images and translation opportunities, using graphic organizers and front-loading key vocabulary.

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

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

- Leveled books
- Non-fiction libraries
- Picture dictionaries
- Bilingual dictionaries
- Big books for shared reading
- Poems
- Songs and chants
- Pocket charts
- Audiovisuals
- Realia/ manipulatives
- Personal word walls
- Hampton Brown resources
- Classroom magazines
- iPod/iPad/computer recorder

- Graphic organizers
- Dialog journals
- Sentences strips
- Books on Cd/ Portable CD Players
- iPads and Interactive apps
- Interactive websites

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use a combination of formal and informal assessments throughout the school year to evaluate ELLs' progression within the four modalities of English acquisition (listening, speaking, reading and writing). We use data from the formal NY State ELL exams, including the NYSITELL and NYSESLAT, to provide baseline data for ELL proficiency levels. We can then compare this data to students' scores on the following years NYSESLAT exam to evaluate growth within the four modalities of English acquisition. Additionally, we use internal formal and informal assessments throughout the school year to evaluate growth in listening, speaking, reading and writing. We assess speaking and listening skills during whole-class and small-group discussions, partnerships, individual conferences, and student performances and presentations which are aligned to common core grade level appropriate student and teacher created check-lists and rubrics. We also use audio/visual recording technology to document these discussions in order to evaluate growth in speaking and listening skills. We assess reading and writing skills through formal Teacher's College reading assessments, individual and small-group conferences, and writing rubrics. Students are given a reading and writing baseline assessment at the beginning of the year which helps to inform and direct instruction, in addition to showing growth throughout the year in these modalities. Common core aligned and grade appropriate rubrics are used to assess writing and reading skills.

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 status

A. Although we do not have any SIFE students, they would receive services as a "newcomer" at our school. B. Newcomers participate in smaller ELL groups with visually rich lessons to support their entering language development. Newcomers are given instruction through stand-alone and integrated ENL programs which provide a variety of instructional settings to observe, listen and participate in. All teachers at our school differentiate lessons and assignments for all students, including newcomer ELLs. For example, during an integrated ENL lesson, newcomers are allowed to work with a partner, make use of manipulatives and draw what they observe in a flower dissection activity and can label the parts in their home language. The ENL teacher will then help to translate these labels into the English terms. The student's drawing, native language and English labels work together to provide a content and language rich resource for the student. C. For developing students, specific ELL methodologies are used such as scaffolding lessons by using detailed visuals, the use of graphic organizers, and frontloading vocabulary. Opportunities to repeat and practice new concepts and language structures are given through different modes of learning i.e., kinesthetic, aural, visual and tactile. Manipulatives are also used to help make abstract ideas more concrete and comprehensible. D. Instruction for long term ELLs incorporate the abovementioned ELL methodologies while targeting content area skills. Instruction for these students are delivered in a variety of groupings including small groups, and partnerships including working with heterogeneous groups. These long-term ELLs benefit from a variety of groupings in which they play different roles, for example sometimes they are the "expert" or "teacher" and at other times they are learning from peers. These different groupings maximize the time they are using English, while in a variety of modes. E. Former ELLs are given instruction through Integrated ENL models and are provided small group instruction in their general education classroom. As per CR Part 154, former ELLs are given Integrated ENL instruction for up to 2 years after they have received a proficiency of commanding on the NYSESLAT. All ELL students are given testing accommodations for the New York State exams, including English Language Arts, Mathematics, and Science. Students in testing grades receive ELL accommodations of extended time

(time and a half) and a separate location. Translated test booklets and glossaries are also utilized for high incidence languages. For low incidence languages, certified translators are utilized through approved New York City Department of Education vendor, Legal Interpretation Services.

7. For 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.

Between 6 and 12 months, the principal reviews the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will then consult with a qualified staff member, the parent or guardian and the student. If the principal believes the student has been adversely affected by the determination, the principal will provide additional support services as per CR Part 154-2.3(j) and may reverse the determination within the same 6 to 12 months period. However, if the principal's decision is to reverse the determination, she will consult with the superintendent. The final decision is made in writing to the parent or guardian, in their preferred language within 10 school calendar days. Interim assessments will be used to measure student progress. These measures will include informal student observations and conferences with the general education teacher, including any unit assessments given throughout the content areas. Classwork and homework will be evaluated by the general education and ELL teacher.

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?

Our general education teachers, special education teachers, IEP teacher and ELL teacher collaborate to implement multiple instructional strategies and use materials to provide ELL-SWD's access to all academic content areas and to accelerate their English language development. Instruction is aligned with the students' IEPs, as well as with their language proficiency levels and corresponding needs. By using small group instruction and individual instruction that is designed based on students' needs, teachers are able to appropriately support ELL-SWD's. By delivering instruction using strategies that meet each student's individual needs, teachers are able to make content comprehensible. Teachers also use a balanced literacy approach to instruction, ensuring that ELL-SWD's continually develop all four modalities of English development. In addition to instructional strategies used in the classroom, targeted interventions for ELLs in ELA, Math and other content areas include additional small-group support. Our IEP teacher, reading intervention teacher and math coach are also available to work with students who are "at-risk." For newcomer and developing ELLs, materials such as manipulatives, visuals and realia are used to provide access to academic content and accelerate English language development. For long term ELLs and Former ELLs, materials such as graphic organizers, and scaffolding strategies such as front loading vocabulary are used to provide access to academic content areas. Technology provides support to all ELL subgroups. Ipad programs such as Duolingo, Google Translate, Google Images help to provide translation, visual support and explicit language learning in a dynamic medium. Students utilize iMovie to make movies about researched topics, and use the camera function to video their discussions (including their speaking and listening skills) in order to evaluate at a later date.

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?

Teachers and related service providers collaborate to ensure that ELL-SWD's achieve their IEP goals and attain English proficiency within the least restrictive environment. Collaboration includes aligning scheduling (using flexible scheduling during ELA or Math as needed) and instruction, as well as conferencing about student progress and redesigning instruction as needed.

Chart

**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.)			
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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

**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 <i>per week</i> (540 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.)			
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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

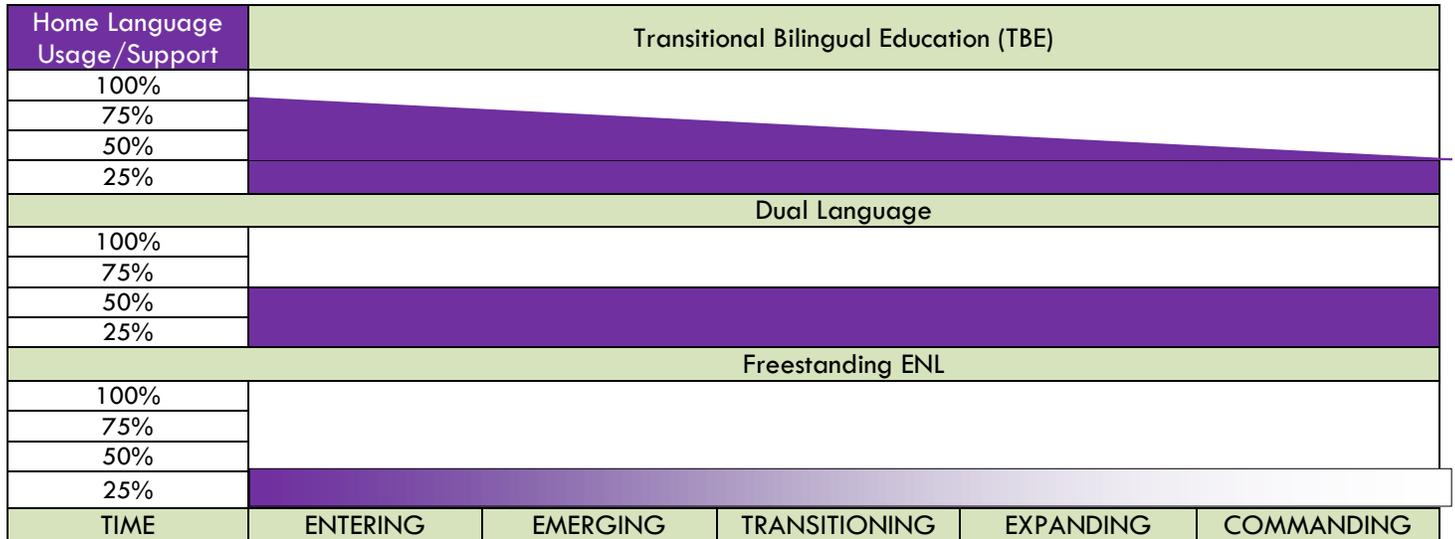


\*Note “other approved services” does not apply to New York City at this time.

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. Frequent conferences between classroom teachers and the ELL teacher allow our school to provide targeted instruction for ELLs and transitional ELLs when needed. Targeted interventions for ELLs in ELA, Math and other content areas include additional small-group support during the school day with the ELL teacher, math coach, reading specialist, Reading Recovery teacher, or other appropriate teachers. All intervention services are offered in English as the language of instruction. The ELL subgroups targeted for intervention programs include long term ELLs who are performing at the bottom 30% of the class and developing ELLs who do not show progress on the NYSESLAT.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our ELL program is highly regarded in our school community. Teachers, administration, parents and students have consistently provided feedback about the accelerated rate at which our students acquire English proficiency and use their developing English skills to succeed in the academic curriculum. This has been noted both in regards to ELLs' development within the 4 language modalities (listening, speaking, reading and writing) and their development of academic content and skills. Data from informal and formal assessment of our ELLs support this feedback such as baseline assessments and growth on rubrics. ELL and classroom teachers demonstrate ELLs' language and academic growth through authentic assessment, including student writing and participation in classroom discussions and performance tasks. Teachers also use formal assessment to document language and academic growth, such as through NY State exams (ELA, Math, Science, NYSESLAT) and supplemental internal formal assessments, including TC reading assessments. Results from the NYSESLAT in Spring 2015 show that 10 ELLs exited out of the ENL program, with 6 of those students as newcomers exiting out of the ENL program in one academic year. Other students have made gains on the sub sections of the 2015 NYSESLAT as compared to the 2014 NYSESLAT. However, it should be noted that since the 2015 NYSESLAT was redesigned it is difficult to determine exact gains on sub sections due to differences in test design and scale scoring. According to the RMSR in ATS, a second year 4<sup>th</sup> grade ELL who took the NYS ELA for the first time scored at a level 3, while two 3<sup>rd</sup> grade, first year ELLs who took the NYS Math test scored at level 4. On the NYS Science exam, 4 first year ELLs scored at a level 4.
12. What new programs or improvements will be considered for the upcoming school year? We may consider adding an enrichment program that will take place before or after school.
13. What programs/services for ELLs will be discontinued and why? We do not plan to discontinue any programs or services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are afforded equal access to any and all school programs and are represented in all programs, including the school based extended day, intervention services, field trips, National Dance Institute, New York City Ballet partnership, lunch-clubs such as sewing, jewelry making, chess, robotics, circus, rainbow loom, simply sports and after-school programs such as crafting, healthy cooking, board games, geography club, debate club, track club, Girls on the Run, iceskating, little runners, little sports, literature and the arts and baking. ELLs are invited through translated school-based flyers and announcements on the school website which is translated by Google Translate. The majority of these activities are visually based and hands on which allow ELLs to fully and equally participate at any language level.
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. A wide variety of materials are used to support ELLs, including:
- Leveled books
  - Non-fiction libraries
  - Picture dictionaries
  - Bilingual dictionaries
  - Big books for shared reading
  - Poems
  - Songs and chants
  - Graphic organizers
  - Dialog journals
  - Sentences strips
  - Wilson Foundations
  - Raz Kids
  - Visual Research Notebooks
  - Words Their Way
  - Post-it Notes
  - Pocket charts
  - Audiovisuals
  - Realia/ manipulatives
  - Personal word walls
  - Hampton Brown resources
  - Classroom magazines
  - iPod/iPad/computer recorder
  - Books on Cd/ Portable CD Players
  - iPads and Interactive apps
  - Interactive websites
  - Classroom Word Walls
  - Book Flix
  - SmartBoard
  - Anchor Charts
  - Picture books

To expand upon some of the abovementioned materials, technology is used to support ELLs in several ways. All classrooms at Manhattan New School are equipped with Smart Boards, document cameras and computers to enhance each child's learning experience. The Internet is a useful tool for translation, research, photographs, interactive activities and videos for ELLs. In addition, newcomers are given a portable CD player and books on CD to use in the classroom. The ELL teacher will often use an iPod/iPad/computer recorder to record stories and track students' progress in speaking. Newcomers also make portable word walls to use at home and at school and during different content classes such as computers or science. Developing, Transitional and Long Term ELLs utilize technology such as the iPad to translate, self assess (using video feedback), and conduct independent research.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In addition to the aforementioned procedures in place to ensure that ELL services address appropriate language and content needs, we ensure that ELL services and resources correspond to ELLs' ages and grade levels by providing various leveled books across grades, ensuring that all teachers are aware of various resources available, and utilizing community language services offered. Information gathered from formal and informal assessments, conferences, and student work help to ensure that the support ELLs are receiving the support to match their age and grade level.

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).

Our parent coordinator is closely involved with parents of newly enrolled students and is available to help them prior to the beginning of the school year. Often times, newly enrolled ELLs are introduced to the ELL teacher and shown around the school beforehand. In addition, an "ice-cream social" is held in June as a way for newly enrolled kindergarteners to meet before the upcoming school year. The guidance counselor is introduced to parents to inform them about services offered and student interest groups i.e., divorce, adoption etc. in addition to helping parents of 5<sup>th</sup> graders navigate the middle school process.

19. What language electives are offered to ELLs?

We do not currently offer any language electives during the school day.

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) EPs 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)?

We do not currently offer a dual language program.

## 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.)

Staff development is an extremely important part of our learning community. Our administration, as well as all teachers and other support staff including our secretary, parent coordinator and guidance counselors, who work with ELLs are all involved in professional development. Our teachers and support staff participate in a weekly staff meeting where we discuss topics that pertain to our school community. These topics often include how we can best meet the needs of our ELL students. Throughout the past several years, our teachers have taken advantage of many additional professional development opportunities, including attending conferences, as well as workshops offered at local universities and at local community organizations, including museums. Attending these conferences and workshops allows our teachers to stay informed about new approaches and techniques to best-support ELLs in their academic and language development, as well as methods of assessment. Our ELL teacher also continues to participate in professional development opportunities offered by the New York City Department of Education, as well as study groups with other ELL teachers in District 2. This Professional Learning Residency and collaboration with local ELL teachers has greatly enriched our ELL program.

This year, all teachers will receive 15% ELL-specific professional development and ENL teachers will receive 50% total hours of ELL-specific professional development. The goal is for the ENL teacher to provide school based ELL-specific professional development for all teachers in a five week hour-long workshop model after school in the spring. Topics to be included, but not limited to are "FAQ's and Resources about Second Language Learning", "Getting Your Classroom Ready for ELLs", "Basic Strategies and Ways to Differentiate for ELLs", "The Experience of The English Language Learner", and "Making Content Comprehensible through Teacher Made Materials". Dates for these PD's include, March 14, March 21, April 11, May 9 and May 16, 2015.
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?

The ELL teacher will continue to participate in professional development opportunities provided by the Department of Education and Department of English Language Learners. A significant portion of the professional development offered to teachers, including teachers of ELLs, this year will focus on aligning our instruction to the Common Core Learning Standards. This is a learning process that our teachers have been engaged in during the past few school years. In addition, the ELL teacher has been participating in a Professional Learning Residency headed by the ELL Achievement Coach with several local ELL teachers during the 2014-2015 school year. The main topics of this group have included how to align ELL instruction with the Common Core Learning Standards and how to support ELLs in engaging with the standards. During the 2015-2016 school year, the ELL teacher has been participating in professional development opportunities provided by the Department of English Language Learners such as "Start up Policies and Procedures for English Language Learners and Changes to Commissioner's Regulations CR Part 154" held on October 7, 2015 and ongoing workshops as they become available. The ELL teacher is also attending the UFT Teacher Center workshop entitled "Working Together: Applying ENL Strategies in the Integrated Classroom" on Saturday, November 7, 2015.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our parent coordinator, guidance counselor and teachers work together to assist ELLs as they transition from elementary to middle school. This includes informing ELLs and their parents about all middle school options. The guidance counselor meets with every family individually to assist in the middle school choice process. In addition, the guidance counselor meets with students on whole class and individual levels to discuss the middle school process as well as practice interviewing skills. We encourage students and their families to go on school tours and help them find a school that best meets their needs. If necessary, we also contact middle schools to inquire more about their programs for ELLs.
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.

All teachers will receive 15% of their professional development in ELL-specific professional development. Professional development will be offered by the ELL teacher during school-wide staff meetings. We will implement a professional development plan to satisfy the ELL professional development requirements as per CR Part 154.2. This program will aim to provide generalized support to all teachers who work with ELLs and to provide additional targeted support in order to meet individual teachers' needs. All K-5th grade teachers (including general education, special education, art, music, physical education, technology and science teachers) at P.S. 290 will participate in a five week hour-long workshop with the goals of developing their understanding of English language acquisition building strategies for working with ELLs in order to encourage language development and make content comprehensible. These meetings will be held during staff meetings and will be led by the ELL teacher. Topics to be covered may include differentiating the needs and expectations of ELLs by proficiency level, incorporating strategies to make content comprehensible for ELLs at all proficiency levels, aligning ELA and Math CCLS to meet the needs of ELLs, and how to encourage ELLs to develop and use academic language when writing and during classroom discussions. In addition to the staff meetings, the ELL teacher will schedule individual meetings with teachers

on an as-needed basis to further develop strategies to meet individual ELLs' needs. Agendas and attendance will be taken and securely filed by the ENL teacher. In addition, the ENL teacher will receive 50% of ELL-specific professional development by attending professional development offered by the Department of English Language Learners, community universities and colleges. Again, agendas will be filed and securely stored.

### 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?

Individual meetings with parents of ELLs are scheduled throughout the year to keep parents abreast of their child's language development progress during the weekly designated parent interaction time on Tuesdays after school from 3:00-4:00. The parents are informed of their child's progress, strengths and current goals. Tips for helping their children at home are also offered during these individual conferences. Parents are also encouraged to ask questions and communicate any concerns at this meeting as well. If a parent requires translation, a staff member who speaks the language is asked to assist. If no staff member is available, the Translation and Interpretation Unit will be reached for over the phone translation. Records of these meetings and outreach including dates and times of phone calls, emails and attendance are kept on file and stored securely.

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.

Our school community prides itself on its high level of parental involvement. Parents of ELL students are encouraged to participate in a variety of school activities throughout the year. These activities may include reading with their child on "First Fridays," being a "mystery reader", sharing cultural traditions in a classroom interview or accompanying a class on a field trip. School fundraisers and class celebrations are another way for parents of ELLs to get involved. Some parents, including those of ELLs, also volunteer in the school on a regular basis. A newly formed International and Global Committee is also a way for parents of ELLs to become involved.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our parent coordinator works closely with parents and is able to connect them with various community based organizations to meet their varying requests. Our parents of ELLs frequently meet with our parent coordinator about such services as ELL classes and summer programs for their children. Our parent coordinator also shares information about organizations in the local community that our ELL families can use to provide enrichment to their children throughout the year, such as through the New York Public Library and the 92nd Street Y. Additionally, our ELL teacher meets with parents of our ELLs in the beginning of the year to provide them with information about various resources within the local community and throughout NYC that can enrich and accelerate their children's acquisition of English.

5. How do you evaluate the needs of the parents?

We pride ourselves on maintaining open communication with parents about their needs and the needs of their children. We solicit information from parents in September with classroom surveys. We also inform parents about our expectations for their children and for the parents' involvement in their children's education. We welcome feedback from them about their needs, questions and concerns. We use many opportunities throughout the school year to maintain an open dialog, such as formal parent-teacher conferences in November and March, additional informal meetings with parents as needed and through ongoing e-mail contact. We also offer opportunities for our parents to discuss their needs with our principal during "Coffee with Doreen" meetings. Our parent coordinator is also available on a daily basis for parents to speak about their needs. Our ELL teacher holds additional meetings with parents of ELLs to evaluate specific needs, such as how to help their children with homework, how to encourage their children's social development and how to accelerate English development.

6. How do your parental involvement activities address the needs of the parents?

In addition to the previously mentioned ways in which parents are involved in our school, we also offer specific activities to address and meet the needs of individual parents. We offer several workshops throughout the year, addressing topics such as school news and events, middle school information and strategies that can be used at home to help their children succeed. Reading and math lessons are also demonstrated for parents within their child's classroom to help them understand the methods by which their children are learning content. Translation services are always available to parents. If one of our staff members is not available to interpret, we can always arrange for a parent volunteer or an outside translation service to assist us. Additionally, if parents have specific needs that are not met by workshops or other scheduled events, our teachers, administration, parent coordinator and any other necessary staff make themselves available to meet with the parents and address their needs. Parents of ELLs are also invited to participate in any city-wide workshops.

#### **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.

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)
Doreen Esposito	Principal		10/29/15
Amy O'Brien	Assistant Principal		10/29/15
Sally Mason	Parent Coordinator		10/29/15
Marisa Cohen	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
Elissa Eisen	Teacher/Subject Area		10/29/15
JoAnne Searle	Teacher/Subject Area		1/29/15
Christopher Lomot	Coach		10/29/15
	Coach		1/1/01
Valerie Radetzky	School Counselor		10/29/15
Bonnie Laboy	Superintendent		1/29/15
	Borough Field Support Center Staff Member _____		1/1/01
Jennifer Rooney	Other <u>Speech Therapist</u>		10/29/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **#INGEST ERROR!** School Name: **Manhattan New School**  
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](http://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

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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.

A number of steps are taken in order to assess our school's translation and interpretation needs. Our parent coordinator meets with each family individually upon registration. She takes notes and informs the ENL teacher about any language preferences or concerns. In addition, the licensed ENL teacher helps parents to complete the HLIS form. The ENL teacher interviews parents about their language preference for school communication both written and orally. We use this information, along with the NYSITELL assessments, Blue Emergency Contact cards, the ATS report of Preferred Languages, and parent and teacher surveys to gain a better understanding of our ENL population and their families. Furthermore, we continue to assess these needs during the ENL parent orientation in the fall and as new students register, including during parent conferences held throughout the school year. Our data indicates that the majority of parents prefer to communicate in English. However, there is a small need for translation in Turkish and Italian.

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.

Our data indicates that the majority of parents prefer written and oral communication in English. However, there is a small need for oral and written translation in Turkish and Italian.

## Part B: Creating a Communications Calendar

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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.)

Documents that the school disseminates are made available on the school website including the school calendar, parent handbook, SLT information, school directory, school newsletter, lunch club and afterschool schedules, and PTA information. The school calendar includes New York State testing dates, parent-teacher conferences, school trips, PTA and SLT meetings, after-school program information, overview of individual class and grade level curriculum, lesson demonstrations, homework schedules, and announcements from the school administration. All of the documents included on the school website including the calendar are accessible in 91 languages through the use of Google Translate.

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.

Formal face-to-face meetings are indicated on the school calendar which are translated through Google Translate. If a parent requires a translator for a formal face-to-face meeting such as parent-teacher conferences or curriculum nights, translation is provided through knowledgeable school staff members or through the Translation and Interpretation Unit or Legal Interpreting Services. The school contacts approved vendors two weeks before the scheduled event. Formal meetings include parent-teacher conferences (November 5<sup>th</sup>, 2015 and March 3<sup>rd</sup>, 2016), ELL Parent Orientation (September 28<sup>th</sup>, 2015 and ongoing throughout the year as needed), Curriculum night (September 17<sup>th</sup>, 2015), IEP meetings (ongoing), classroom reading lessons (September 28<sup>th</sup>, 29<sup>th</sup>, 30<sup>th</sup> 2015 and October 1<sup>st</sup> and 2<sup>nd</sup>, 2015), and classroom math lessons (October 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, and 23<sup>rd</sup>, 2015). Parent-facing documents are disseminated a week before the event and will be sent to the Translation and Interpretation Unit two-weeks before the dissemination date. The timeline for translating documentation using the Translation and Interpretation Unit is as follows as necessary. For parent-teacher conferences on November 5<sup>th</sup>, 2015, documents are sent to the Translation and Interpretation Unit on October 15<sup>th</sup>, 2015, to be ready for distribution on October 29<sup>th</sup>, 2015. For March 3<sup>rd</sup>, 2016 parent-teacher conferences, documents are sent to the Translation and Interpretation Unit on February 11<sup>th</sup>, 2016 to be sent home on February 25<sup>th</sup>, 2016. ELL Parent Orientation documents are sent to the Translation and Interpretation on September 9<sup>th</sup>, 2015 to be ready for distribution on September 21<sup>st</sup>, 2015. Curriculum night documents are sent to the Translation and Interpretation Unit the previous June to be ready for September 10<sup>th</sup>, 2015 distribution. Classroom reading lesson documentation is sent to the Translation and Interpretation Unit on September 9<sup>th</sup>, 2015 to be ready for distribution on September 21<sup>st</sup>, 2015. Classroom math lesson documentation is sent to the Translation and Interpretation Unit on September 28<sup>th</sup>, 2015 to be disseminated to families on October 13, 2015. IEP meeting documentation is sent to the Translation and Interpretation Unit three weeks before the scheduled IEP meeting in order to be ready for dissemination to parents a week before the scheduled

meeting. Informal meetings may include phone calls to parents or interactions during arrival or dismissal with the use of the Translation and Interpretation Unit if necessary. Face-to-face parent interactions involving the guidance counselor or attendance teacher are supported through the use of the Translation and Interpretation Unit.

## **Part C: Providing Language Assistance Services**

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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.

- \* We are able to secure translated versions of many documents from the Department of Education's Translation & Interpretation Unit.
- \* Members of our school staff can provide translation in several languages. These languages include Spanish, Italian, French, Russian, Bulgarian and Hebrew.
- \* In addition, we are able to use Legal Interpreting Services for all other translation & interpretation needs. They are recommended as the DOE vendor.
- \* In the past, we have used parent volunteers, as needed and when appropriate, to provide additional translation and interpretation services.
- \* Many templates for school holidays, parent-teacher conferences and other Department of Education notices are available in translation at the Translation and Interpretation Unit's intranet site: [http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_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.

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

## **Part D: Training Staff on Policies and Procedures**

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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.)

Staff will be made aware of the translation services available and the over-the-phone interpretation services at the beginning of the year, during staff meetings and through email. The Language Access Kit is available in the main office. During the ELL Professional Development provided to the school staff, a session will be offered exclusively on translations and interpretation services.

## **Part E: Providing Notice of Language Assistance Services**

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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 will provide a letter to inform parents of their rights to translation and interpretation services at registration in September and ongoing throughout the year. Letters can be translated by the Department of Education Translation and Interpretation Unit.

## **Part F: Monitoring and Quality Control**

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

Our data indicates that a majority of parents prefer to communicate in English. However, there is a small need for translation in Italian and Turkish. These findings are passed onto the school community by our parent coordinator or ENL teacher. Any related issues may be discussed at staff meetings, PTA meetings or during individual meetings with teachers. Feedback about the quality and availability of services is gathered through parent surveys and informal interactions between parents and school staff. The newly formed "Global Committee" may schedule a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices regarding translation, interpretation and culturally sensitive topics.