

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M333

School Name:

P.S. 333 MANHATTAN SCHOOL FOR CHILDREN

Principal:

CLAIRE LOWENSTEIN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Manhattan School for Children School Number (DBN): 03M333
Grades Served: K-8
School Address: 154 West 93rd Street, NYC, NY 10025
Phone Number: 212-222-1450 Fax: 212-222-1828
School Contact Person: Claire Lowenstein Email Address: CLowenstein@schools.nyc.gov
Principal: Claire Lowenstein
UFT Chapter Leader: Mary Ann Schmidt
Parents' Association President: Brad Rothschild
SLT Chairperson: Susan Gargiulo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York City, NY 10025
Superintendent's Email Address: LAltsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: 212-678-2804

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 212-356-7564 Fax: 212-356-7537

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)
Claire Lowenstein	*Principal or Designee	
Mary Ann Schmidt	*UFT Chapter Leader or Designee	
Brad Rothschild	*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	
Susan Gargulio	Parent	
Manuela Zamora	Parent	
Marisol Morales Roman	Parent	
Kavita Singh	Parent	
Suzanne Blank	Staff	
Meredith McAssey	Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erin Moughon Smith	Staff	
Patti Kelly	Staff	
Stephanie Douglas	Staff	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

2014-2015 was a year of renewal year for Manhattan School for Children. We revisited the school's mission and renewing our commitment to progressive education with a 21st century lens. This included technology integration, distributed leadership, strengthening seamless inclusion models, opening classroom doors in classes and administrative offices to promote adults learning along side students. In addition, our instructional focus continues to be on assessment and monitoring student progress to inform instruction that meets the needs of all students.

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

- Teachers College Reading and Writing Project
- Wellness in the Schools
- iZone 360, iLearn
- Lincoln Center Institute
- NY Sun Works

- S'Cool Sounds
- Making Proud Choices
- Urban Advantage
- Roads to Success

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

We made gains in all the Framework elements in 2014-2015 school year. Our greatest progress year was in the element of collaborative teachers. The teachers have taken on many leadership roles by actively steering many committees. For example, the professional development committee met numerous time to design professional learning cycles based on teacher surveys and the most recent Quality Review data. Every spring the principal meets with all teachers to set goals for the following year. When the test scores are released each year, the leadership and teacher leaders set goals based on the test data.

03M333 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	757	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				6
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	1.0%	% Attendance Rate		94.8%
% Free Lunch	16.7%	% Reduced Lunch		2.2%
% Limited English Proficient	1.8%	% Students with Disabilities		20.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		11.7%
% Hispanic or Latino	16.9%	% Asian or Native Hawaiian/Pacific Islander		6.2%
% White	62.5%	% Multi-Racial		1.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.72	# of Assistant Principals (2014-15)		1
# 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)	1.9%	% Teaching Out of Certification (2013-14)		4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		5.54
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	50.3%	Mathematics Performance at levels 3 & 4		53.9%
Science Performance at levels 3 & 4 (4th Grade)	97.5%	Science Performance at levels 3 & 4 (8th Grade)		75.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		s
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		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

ELA: The number of students reaching proficiency levels on the NY State ELA test has plateaued over the last two years. Although we have a higher percentage of students performing at level 3 and 4 than our district and state, our proficiency levels remain just above 60%. These findings were confirmed by the September administration of the Teachers College Running Records assessment. Upon recommendation from the 2015 Quality Review, we will continue to improve our assessment practices across all grades. Grades 3-5 will be using the new TCWRP Reading Units which include pre and post assessments for each unit. Additionally, grades 3-8 will be employing On Demand Writing Performance Assessments multiple times a year.

Math: Manhattan School for Children’s math scores declined 3.5% in 2015. The overall proficiency rate is 53.4%. As a result the school has adopted the CCLS aligned Engage NY for grades K-5 and will continue with CMP3 for grades 6-8. Teachers still need support in making the appropriate shifts in teaching practice. One particular area of focus is creating mathematical communities where student discourse is central to the lesson planning.

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.

Teachers will use assessment data to inform instruction on a daily basis.

- By May 2016, 80% of students will be reading at grade level as measured by the running record.
- 56% of students will score a proficiency level (3 or 4) on the NY state Math test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>K-5 teachers will use exit tickets, fluency sheets and end of module assessments to inform math instruction on a daily basis as measured through observation cycles.</p> <p>Teacher leaders will facilitate a professional development cycle focused on increasing student discourse in mathematics.</p> <p>Teachers will participate in a series of informal inter-visitations with colleagues with follow up afterschool workshops.</p> <p>Teachers in grades 2 and 5 will participate in a lesson study facilitated by the Math consultant.</p>	<p>K-8 Math teachers</p>	<p>Sept-May</p>	<p>Claire Lowenstein,</p>
<p>ICT teachers will also be provided with coaching on the ICT model and strategies throughout the year.</p>	<p>ICT, SETSS teachers</p>	<p>Sept-June</p>	<p>Claire Lowenstein</p>
<p>The Response to Intervention Team meets regularly. The team meets regularly to evaluate, discuss and support teachers and students. Families are invited for a summative conference with RTI team and the classroom teacher to review results of intervention and to create an action plan for next steps. The RTI team will continue to develop assessments as a resource for teachers.</p>	<p>K-8 Teachers, Parents</p>	<p>Sept-June</p>	<p>Claire Lowenstein</p>
<p>In 2014-15, grades 3, 4,, 5 was served with targeted PD by a Teachers College Reading and Writing Project staff developer. In 2015-2016, we will expand this role to serve grades K-8.</p>	<p>TC staff developers, K-8 teachers</p>	<p>Sept-June</p>	<p>Darlene Dooley</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.

Math Consultant/Staff Developer, meeting time for Response to Intervention Team, Six Monday afternoon professional learning times for the math PL cycle, TCRWP coach, Meeting time for the Math Advisory Board

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

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

Part 5 – Progress Monitoring

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

By February 2016, 50% of students will be reading at grade level as measured by the running record.

These will be measured using TCRWP Running Records for grades K-5, Fountas & Pinnell Running Records for grades 6-8, and teacher observations.

By February, all gr K-5 teachers will implement Module 1 and Module 2 assessments. Gr. 6-8 will implement the CMP3 unit Readiness Assessment and End of Unit assessments.

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

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

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

Part 1 – Needs Assessment

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

Our community is composed of students of different racial/ethnic, socio-economic as well as physical and academic abilities. We must respond to each child’s developmental needs while encouraging a meaningful learning process. While we strive to do this for our students, parents and teachers have expressed some concerns about the culture and discipline of the school. As a result, in 2014-15 our efforts focused on the following:

- 100% of teachers participated in Responsive Classroom training
- About 50% of parents participated in trainings or Responsive Classroom activities in the classroom
- 100% of students will participate in Responsive Classroom practices
- Student government and grade delegates met on schedule

Based on our 2015 Framework for Great Schools Report, we achieved a proficiency rating of 98% in the area of Social Emotional Learning. While our scores are greater than the citywide average in the area of Supportive Environment, we need to expand this work to the new staff members and grow the Responsive Classroom training throughout the school. In particular, we hope to strengthen the area of Next-level guidance as the school survey indicates that is an area of growth.

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

In the 2015-2016 school year there will continue a school-wide implementation of Responsive Classroom community building in classrooms and across the school environment, as measured by classroom observations (Danielson Domain 2) and full participation in Responsive Classroom School Wide Congress/Town Hall Meetings

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.

- Morning Meeting will be implemented at the start of the school day in 100% of K-6 classrooms. The Morning Meeting will include structures for community building and collaborative learning as well as the creation and ongoing revision of students' Academic and Social Hopes and Dreams (Goals and Declarations).
- By June 2015, the school-wide average for teachers' practice in Domain 2 Classroom Environment (2a & 2d) will be a 3 (effective). This will be measured by evaluative classroom observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Provide ongoing Responsive Classroom training for all pedagogical staff including teachers of students with special needs and English Language Learners.	All pedagogical staff	July-June	Professional Learning Committee (including administrators and teacher for each grade)
Students and faculty in all grades will participate in School Wide Congress and Town Hall Meetings, which will convene throughout the year. Student Government and grade delegates will work with staff and administrators to build school identity, reinforce commitment to our Golden Rule (treat others how you want to be treated), and celebrate student achievement across curriculum.	Students, teachers and administrators	Sept-June	Claire Lowenstein
Responsive Classroom workshops will be facilitated for families. Additionally, families are invited to visit Morning Meeting daily.	Families	June-Oct	Teachers & Administrators
Learning walks, observation cycles and cabinet meetings will focus on the progress of Creating an Environment of Respect and Rapport as well as Classroom Management.	All pedagogical staff	Sept-June	Claire Lowenstein

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.

Eureka Math (Engage NY) math resources, Math Staff Developer, part-time guidance counselor

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

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

Part 5 – Progress Monitoring

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

By February;

- 100% of teachers will participate in Responsive Classroom training
- At least 50% of parents will participate in trainings or Responsive Classroom activities in the classroom
- 100% of students will participate in Responsive Classroom practices
- Student government and grade delegates will meet on schedule
- all teachers will have two cycles of observations with targeted feedback

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.

In 2014-15, teachers have been collaborating on curriculum and instruction. In the teacher/principal conferences, 90% of teachers approved of the professional development cycles from this year and want to continue them in the 2015-16 school year.

- 19% of our teaching staff is new to Manhattan School for Children
- 15% of our teaching staff are new teachers
- K-5 has adopted a new math curriculum (Engage NY) and teachers need to collaborate in planning and learning best practices

It is imperative to our school's philosophy and success, that teachers collaborate to support and strengthen teachers' practices.

Part 2 – Annual Goal

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

By June 2016, all teachers will participate in collaborative practices including professional learning, curriculum planning, and sharing best practices that will result in improved math instruction and math progress as measured by increased student proficiency on end of unit assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Learning committee will plan professional development cycles for the entire school staff. In addition we coded the teachers professional goals for 2015-2016. The professional learning committee will use the data to inform the PD plan for the year.</p>	<p>Teachers</p>	<p>July-June</p>	<p>Professional Learning Committee, Administration</p>
<p>5th grade math team will plan and host a lesson study for the Math Collective.</p>	<p>Teachers</p>	<p>December-January</p>	<p>Nancy Chen, Administration</p>
<p>Response to Intervention Team will create and execute a school-wide plan for supporting teachers and at risk students. Families are invited for a summative conference with RTI team and the classroom teacher to review results of intervention and to create an action plan for next steps.</p>	<p>Students, teachers, parents</p>	<p>Sept-June</p>	<p>Response to Intervention Team, Administration</p>
<p>Grade Team Leaders will facilitate team meetings and share professional work with the school community including parents.</p>	<p>Teachers, Parents</p>	<p>Sept-June</p>	<p>Grade Team, leaders, Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Time, math teacher leader</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 100% will be working collaboratively on at least one committee or teaching team.</p>

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

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

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

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

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

Administration will take a collaborative learning stance to maximize student achievement and strengthen school culture, with 50% of teachers taking on a leadership role within the school community and School leaders participating in 90% of professional development activities by the June, 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Grade team leaders will facilitate team meetings and share professional work with the school at large including ICT teams, ELL teacher.</p>	<p>All pedagogical staff</p>	<p>Sept-August</p>	<p>Administration, grade team leaders</p>

Professional Learning Committee will design professional development cycles.	All pedagogical staff	July-June	Administration
Principal will write a weekly newsletter for all school staff and families to showcase teacher and student work and Principal holds monthly “Chats with Claire” for families.	Parents, school staff administration	Sept-June	Administration
The school website shares the school’s activities and showcases students work. http://www.ps333.org/	Parents, school staff, administration	Sept-June	Administration

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.											
80 minute professional work time, Professional Learning committee meeting time, community liaison to update the website regularly											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.										
<ul style="list-style-type: none"> • By February, 35% of teachers will take on a leadership roles within the school community. • By February School Leaders will be active participants in 70% of all professional development activities . <p>By February, 100% of all parents will participate and/or receive notes from “Chats with Claire”.</p>										
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

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

MSC encourages parent involvement and as a result has a very active parent body:

- Parents drop-off their children every morning in the classroom making transition into school a special moment and having an opportunity to connect with the teacher.
- Parents participate at 3 formal parent-teacher conferences throughout the year.
- Parents have the opportunity to participate at a monthly PTA meeting, a total of 10 meetings per year, hosted in the mornings as well as in the afternoons.
- Parents have the opportunity to meet as a group with the Principal during the “Chats with Claire” that are offered on a monthly bases, a total of 10 a year.
- Parents are invited to at least one community event per month, such as Grandparents and Special Friends Day, Harvest Celebrations, Movie Night, Family Fitness Night, Broadway Loves MSC night, classroom-picnics, annual Ball, as well as family breakfasts in the classroom celebrating students achievement through publishing parties or project showcase day on the upper levels.
- Parents volunteer at recess time
- Parents can sign as chaperone on all class field-trips

Note: For required data use

- 1.Amy Shaw’s volunteers worksheet (class parents and others)
- 2.Auction attendance list
- 3.Special day calendar from each classroom
- 4.PTA sign-up sheet
- 5.Attach school events calendar
- 6.Grandparents and Special Friends Day attendance (300 adults + 30 volunteers)

Priority needs for parents are:

- Less crowded classrooms
- Larger percentage of parents participation on annual survey
- Workshops for upper-grade parents to use the school’s ilearn platform
- A music program
- A more individualized use of technology

Part 2 – Annual Goal

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

By June 2016, all families will be involved in their child’s progress through a personalized, interactive window into the school’s curriculum, discipline policy, and instruction driven by improved school communication, workshops, and functions. This will be measured through the School Survey, workshop attendance lists and email sign-up lists.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop a curriculum and Arts Showcase to highlight curriculum in all Arts programs: live performance, art gallery, and video performance.</p>	<p>Parents</p>	<p>Sept-June</p>	<p>SLT, Arts Teachers, Administration, parent coordinator</p>
<ul style="list-style-type: none"> ●Curriculum Night ●Curriculum information sent home to families who could not attend the meeting ●Weekly newsletters are sent home via backpack as well as by email (year round) 	<p>Parents and partners</p>	<p>October</p>	<p>SLT, Partnerships, administration, parent coordinator</p>

<ul style="list-style-type: none"> ●SLT workshops are offered 4 times per year <p>Host a Partnership Mixer to introduce families to our partners and increase familiarity with our enrichment programs.</p>			
<p>Continue to reach out to parents and the community through the school website http://www.ps333.org/ which will includes a link to the school survey. Teachers post newsletters and photos weekly on their class pages. iLearn/iZone access gives parents of 6th -8th graders weekly access to student progress. Publicize progress of families completing school survey. Schedule publishing celebrations when school survey is distributed and encourage families to complete the survey at the celebration (k-5) and at family conferences (6-8).</p>	Parent and staff	Sept-June	Community associate, parent coordinator, teachers, administration
<p>Parent coordinator forming a survey committee before parent surveys are distributed to increase participation.</p>	Parents	January-April	Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Arts Showcase Planning time, Parent Coordinator and survey committee planning time, Schedule adjustments for day of Arts Showcase</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>90% of families will attend at least one school event by February.</p> <p>50% of families will access iLearn more than once.</p> <p>We will use Eventbrite online platform and traditional hard copy sign-up system to monitor parent participation.</p> <p>We will use iLearn sign-up reports to monitor parent participation.</p> <ul style="list-style-type: none"> ●Attendance ●Email or class sign-up list
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher referral, .	<p>Tier I Intervention: Universal Intervention: Students performing in school’s lowest third are referred to Literacy Workshop and literacy blocks to promote differentiated instruction in all</p> <p>Tiers II & III Interventions: Individualized and Intensive Interventions: Students are referred to</p>	<p>Tier I Intervention: mini-lesson; guided practice; conferring, strategy groups; guided reading; partner and small group work; book clubs; word sorts and word study (Cunningham, Bears- Words Their Way).</p> <p>Effectiveness of Tier I intervention is determined through conferring, running records and writing assessments against developmental rubrics. Students who do not appear to benefit from Tier I are referred for Tier II intervention.</p> <p>Tiers II & III Interventions:</p> <ul style="list-style-type: none"> o Reading Rescue 1:1 tutoring grade 1 with a trained teacher or paraprofessional, 3 times a week. o Small group instruction (Guided Reading and Writing) with classroom and literacy intervention 	<p>Tier I Intervention: During the school day during</p> <p>Tiers II & III Interventions: During the school day, push-in and pull-out sessions with specialists</p>

			<p>teachers, special education teachers, and trained America Reads tutors, student teachers and paraprofessionals.</p> <p>At-risk support with Special Education teachers, using Wilson or</p>	
Mathematics	Teacher referral, .	<p>Tier I Intervention: Universal Intervention: Students performing in school’s lowest third are referred to Mathematics Workshop to promote differentiated instruction in all Mathematics classes.</p> <p>Tiers II & III Interventions: Individualized and Intensive Interventions: Students are referred to</p>	<p>Tier I Intervention : Math congress; guided practice; partner and small group work; Gallery Walk; conferring; math vocabulary and math tool kit.</p> <p>Effectiveness of Tier I intervention is determined through conferring, and assessments of math proofs against developmental rubrics and Practice Standards. Students who do not appear to benefit from Tier I are referred for Tier II intervention.</p> <p>Tier II & III Interventions:</p> <p>Small group instruction and at-risk support with Special Education teachers.</p>	<p>Tier I Intervention: During the school day during Mathematics workshop.</p> <p>Tiers II & III Interventions: During the school day, push-in and pull-out sessions with specialists.</p>
Science	Teacher referral, .	<p>Tier I Intervention: Universal Intervention: Students performing in school’s lowest third are referred to Social Studies periods and</p> <p>Tiers II & III Interventions: Individualized and</p>	<p>Tier I Intervention: mini-lesson; guided practice; conferring, strategy groups; guided reading; partner and small group work; book clubs; Academic Vocabulary study.</p> <p>Effectiveness of Tier I intervention is</p>	<p>Tier I Intervention: During the school day during Science periods and</p> <p>Tiers II & III Interventions: During the school day Science periods and</p>

		<p>Intensive Interventions: Students are referred to</p>	<p>determined through conferring, running records and non-fiction writing assessments against developmental rubrics. Students who do not appear to benefit from Tier I are referred for Tier II intervention.</p> <p>Tiers II & III Interventions:</p> <p>Small group instruction (Guided Reading and Writing) with classroom, content area and literacy intervention teachers, language and special education teachers, and trained America Reads tutors, focused building strategies and organizational skills in non-fiction reading and writing.</p>	
<p>Social Studies</p>	<p>Teacher referral, .</p>	<p>Tier I Intervention: Universal Intervention: Students performing in school’s lowest third are referred to Social Studies periods and</p> <p>Tiers II & III Interventions: Individualized and Intensive Interventions: Students are referred to</p>	<p>Tier I Intervention: mini-lesson; guided practice; conferring, strategy groups; guided reading; partner and small group work; book clubs; Academic Vocabulary study.</p> <p>Effectiveness of Tier I intervention is determined through conferring, running records and non-fiction writing assessments against developmental rubrics. Students who do not appear to benefit from Tier I are referred for Tier II intervention.</p>	<p>Tier I Intervention: During the school day focus on Non-Fiction Reading and Writing.</p> <p>Tiers II & III Interventions: During the school day during Social Studies periods and</p>

			<p>Tiers II & III Interventions:</p> <p>Small group instruction (Guided Reading and Writing) with classroom, content area and literacy intervention teachers, language and special education teachers, and trained America Reads tutors, focused building strategies and organizational skills in non-fiction reading and writing.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Teacher referral, .</p>	<p>Students are referred to Guidance Counselor, School Psychologist and Social Worker ; in-class, small group and/or 1:1 interventions with one of these specialists are put in place.</p>	<p>Guidance Counselor, School Psychologist and Social Worker: provide services to students based on their needs and the needs of the school: Individual, Group and Family Counseling, Crisis Intervention and support and consultation to school staff on developing strategies for working with at-risk students, on an as needed basis.</p>	<p>During the school day.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Claire Lowenstein	Assistant Principal Darlene Dooley
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Katy Bowen	School Counselor Michelle Argumedo
Teacher/Subject Area Wendy Smith/ Literacy	Parent Elizabeth Rivera
Teacher/Subject Area Mary Ann Schmidt/ ELA	Parent Coordinator Maxine Witherspoon
Related-Service Provider Erica Smolowitz	Borough Field Support Center Staff Member Matthew Manners
Superintendent Ilene Altschul	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	751	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	4			4		1	0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

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	1			1									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						0
Haitian									1					0
French	0	0												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1		1	1	2	0				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
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.
 To assess the early literacy skills of ELLs, our school uses TCRWP. The data provides insights about each student's level of literacy in English. For example, the spelling inventory can be analyzed to assess students' word knowledge and to plan word study and reading instruction. Not only do students' spelling errors indicate their spelling ability, the spelling assessments also reveal what students know about the structure of words, as well as knowledge that they use when they read. Word study instruction in phonics, vocabulary, and spelling is based in large part on what is learned in these inventories. This information can then be used to drive targeted instruction for individual students, which can be shared with the ENL teacher.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 If we look at each modality separately across the grade and proficiency levels, the reading and writing modalities pose the greatest challenge to our students. Looking at modalities grouped together, one noticeable pattern is that students scored higher on reading and listening (receptive skills), than on writing and speaking (productive skills). Additionally, those students who have been in the U.S. longer and thus have acquired BICS, performed better on speaking and listening. Regarding the NYSITELL, we notice that students who place at the beginner level tend to be either newcomers or students with little exposure to literacy in either their home language or English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses information about Annual Measurable Achievement Objectives to inform instruction for our English Language Learners. For example, for AMAO #1 we determined that 83% of our ELLs made progress in English; the percentage required is 66.4%. Also, for AMAO #2, we found that 39% of our ELLs attained English language proficiency; the percentage required is 14.3%. The data shows that we are meeting the required percentages, which allows us to reflect on what we are doing right with an eye toward continuing to do so and training teachers new on staff to do the same.
- 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?
- 4a. Students are scoring low on both the ELA and the Math. We did not have any students take test in their home language.

4b. n/a MSC is a DY0 school; DY0 literacy assessments are administered as part of the Teachers College Reading and Writing periodic assessment. All students participate in this comprehensive assessment. ELL Periodic Assessments are not given at our school. DY0 assessment data is maintained through the RWP assessmentpro data system and analyzed systematically with administration at ESL, IEP and intervention teachers as well as with grade and inquiry teams.

4c. A large percentage of ELLS achieve proficiency in Listening and Speaking. The DY0 targets reading accuracy, vocabulary and fluency as well as written and oral retelling and provides specific information about each child's vocabulary development and access to prior knowledge in reading.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

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

To make sure that a child's second language development is considered in instructional decisions, teachers use the results from the NYESLAT, which show the modality results for each student. Additionally, teachers use TC assessment results, such as running records and spelling inventories. Teachers also learn a great deal about their students due to the fact that parent involvement is a cornerstone of our school community; parents are able to have an ongoing dialgue with their child's teacher about the child's educational history and background. Content area teachers are aware of the needs of all students, including ELLs and SWDs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

NA

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

We evaluate the success of our programs for ELLs by looking at growth on the NYESLAT, both the overall level and growth within modalities. We also look at students' scores on the various assessments, such as the ELA and the TCDYO.

Part IV: ELL Identification Process

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

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.

In order to identify English Language Learners, families are given the Home Language Identification Survey (HLIS) at registration. As per the ELL policy brief, a pedagogue is required to interview the parent and the student to ascertain English dominance and decide whether to administer the NYSITELL. One of three administrators assists with HLIS completion, and if no administrator is available, the ENL teacher, Katy Bowen, is asked to assist. The administrators are Claire Lowenstein, Principal; Darlene Dooley, Assistant Principal; and Kerry Powers, Assistant Principal. We also have staff members who speak Spanish, French, Portuguese and Chinese for additional assistance. The ENL teacher, who is New York State certified in ESL, is responsible for administering the NYSITELL and LENS. We have two Spanish-speaking teachers who administer the Spanish LAB as needed: Ana Rubinstein and Madelene Geswaldo.

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).

For potential SIFEs, the oral interview questionnaire is administered followed by the the Literacy Evaluation for Newcomer SIFE (LENS) if the student's home language is Spanish, Chinese, Arabic, Bengali or Haitian. Creole. If a cumulative file has been submitted, that is also considered.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team(LPT) is formed and reviews evidence of the student's English language development. The Language Proficiency Team includes Katy Bowen (ENL teacher); Wendy Smith (AIS teacher); Madelene Geswaldo (3rd grade teacher); and Nancy Chen (5th grade teacher). Then either the LPT recommends the student take the NYSITELL or LPT recommends the student NOT take the NYSITELL. If it is decided that the student take the NYSITILL, then the identification process continues as with all students. If it is decided that the student not take the NYSITELL, LPT's recommendation is sent to the principal for review. Upon review, the principal may decide that the student should take the NYSITELL. If, upon review, the prinicpal decides that the student should not take the NYSITELL, the Principal's determination is sent to the superintendent or designee for review and the parent or guardian is notified within 3 days of the decision. Finally, the superintendent may choose to have the student take the NYITELL. If the superintendent determines that the student should not take the NYSITELL, the parent is notified and all ELL identification process terminates.

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.

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

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).

Families are given the Entitlement letter, which informs them that if they feel their child's ELL status should be reviewed and/or reassessed, they must contact the ENL teacher within 45 days of their child's enrollment.

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.

At the Parent Orientation, the ENL teacher explains the three programs available in New York City. The Parent Orientation video is also shown in the appropriate languages. There is plenty of opportunity for families to ask questions about the programs. The child is then placed in the program of choice within 10 school days. If a parent's program choice is not currently available, the ENL teacher informs parents that the selection is not available and provides the parents with the two options: remain at MSC in the available program, or transfer to a school that has the desired program. The ENL teacher also maintains a record of the parent's response.

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.

Families are present at drop-off and pick-up, and the ENL teacher reaches out to them at these times if the Parent Survey and Program Selection forms have not been returned. For older students whose families are not present at drop-off and pick-up, the ENL teacher reaches out to them via phone or email, using an interpreter if necessary.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Business Manager audits Parent Survey and Program Selection and works with Parent Coordinator to outreach to families that have not completed and returned the forms. ENL teacher follows up with each family.

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

Letters are sent to families via student backpack and by certified mail.

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

Documentation is kept in each student's cummulative file.

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 each year by our ENL teacher (on staff). Due to our small number of students, the test is administered in small groups (one-on-one for the speaking section) in the ENL classroom, which is a familiar room to the students.

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

Letters are sent to families via student backpack and by certified mail.

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).

After reviewing the Parent Survey and Program Selection forms received over the past several years, we can conclude that that parents tend to choose the ENL program. The families of all seven students have chosen ENL.

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

At the 6th-8th grade level, the push-in model focusing on content-based instruction is preferred in academic classes when working with ELLs. Students are pulled out when their schedule permits a focus on the explicit teaching of English (grammar and vocabulary building). When students are pulled out in small groups, there is a maximum student/teacher ratio of 5/1.
 - 1b. For the most part, students are grouped by grade, however because we have a small number of ELLs, the ESL teacher often creates mixed grade groups.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
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 only program model offered at our school is ENL. We ensure that students receive the mandated number of instructional minutes by creating a schedule for the ENL teacher with the appropriate number of periods allotted for ENL instruction. Explicit ENL and ELA instructional minutes are also specified in the ENL teacher's schedule.
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.

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

Currently, the only evaluation conducted in a language other than English is the Spanish LAB. The Spanish LAB is administered by a common branch teacher whose native language is Spanish. The ENL teacher is present during LAB-R administration.

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

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

6. How do you differentiate instruction for 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

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

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

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

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

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

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.

NA

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?

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

- Review the IEP of each student. Know the specific needs of individual students and the resource personnel and technology needed to meet them.
- Provide students with disabilities the opportunity to learn to use text to gain meaning; provide explicit reading instruction with modifications or accommodations.
- Explicitly teach pro-social skills (e.g., cooperating with others, listening, asking for help).
- Pre-teach or re-teach curricular content and provide additional guided practice before, after, or as appropriate, during class time.
- Provide extended learning opportunities to increase a student's rate of learning.

In terms of materials, ELL-SWDs have access to adapted materials and assistive technology. Additionally, specialized seating,

Chart equipment, and tools are provided so students can complete assigned work.

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?

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

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

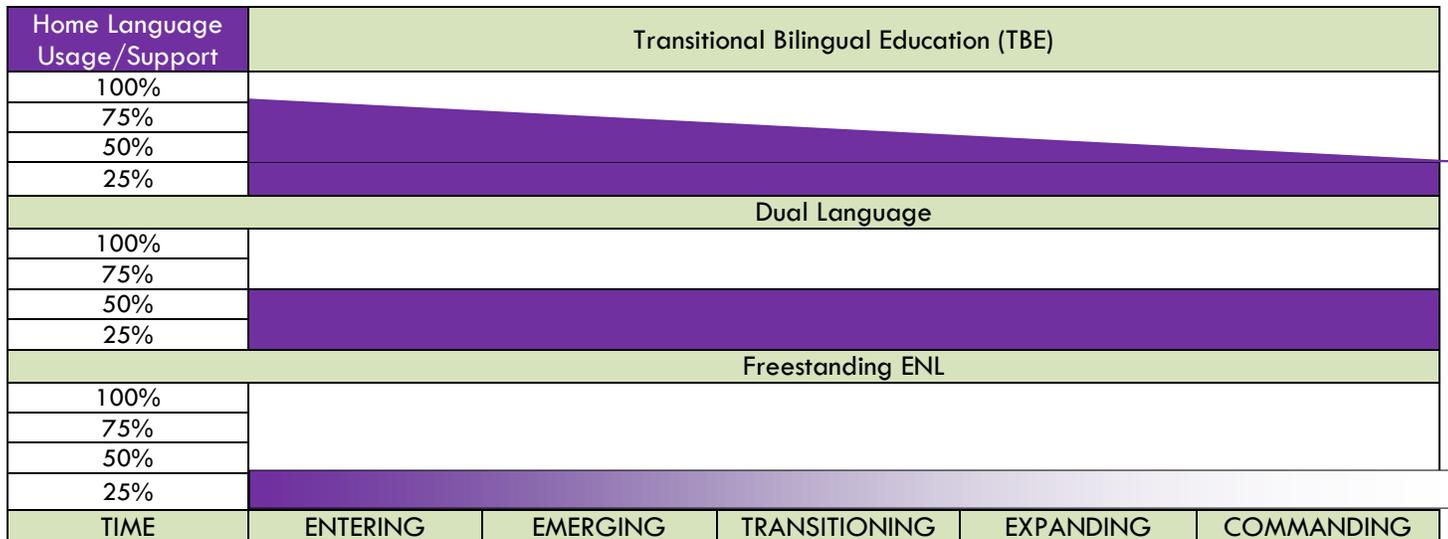


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school uses the RTI model, which includes weekly meetings. RTI members, which includes the ENL teacher, provide targeted instruction for students in need. The language of instruction is English. Our RTI model groups students for instruction for guided reading and intensive, targeted intervention. A teacher with strong Tier 1 instruction designs instruction based on risk domains and can explain how instruction was differentiated to address student needs. Additionally, progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. Progress monitoring can be used to determine when it is necessary to adjust instruction.
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 current program is a reflection of what families want for their children's language program. The small number of students allows for a great deal of personal attention from the ENL teacher, in both academic and social-emotional domains. The personal attention coupled with constant and open communication between the ENL teacher and classroom teachers means that students are strongly supported, their progress is continually monitored and they are given the tools they need to thrive as a student and as a person.
12. What new programs or improvements will be considered for the upcoming school year?
This year, teachers can drop in during the weekly RTI meeting if they have a student about whom they are concerned. Additionally, we are now using an RTI School Implementation Planning Tool, adapted from Barbot's "RTI & ELL NYC Guidance Document and RTI Action Network." Also, one veteran AIS teacher is pushing in to help teachers with academically struggling students.
Finally, SETSS teachers are also doing AIS this year.
13. What programs/services for ELLs will be discontinued and why?
Our school will not be discontinuing any programs or services/
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All programs are available and open; translation is offered to families in completing applications to after school programs; students participate in after school sports, drama, art, science and music programs.
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.
Instructional materials include big books, Oxford Picture Dictionary for the Content Areas, Avenues from Hampton-Brown, and a library of leveled books. Newcomers in the Fourth, Fifth and Sixth grade use the Visions series from Thomson/Heinle as well as Hit the Ground Running: Exploring Idioms in English from Options Publishing. The ESL teacher also consults the Teachers College Readers and Writers workshop manual for units of study. Orton-Gillingham phonics materials are used, such as picture-sound cards. The ENL teacher also uses lessons from Month by Month Phonics by Dorothy P. Hall and Patricia M. Cunningham.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In terms of native language support, the ENL teacher has books in Spanish for students to read and take home to read with their family. Additionally, the school has purchased bilingual dictionaries for Hebrew and German-speaking students to use during the regular school day, as well as on state tests. Materials in other languages are purchased as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ENL teacher groups students by grade, or consecutive grades, such as 4th and 5th in order to provide services that support ELLs ages and grade levels. Resources also correspond to age and grade. For example, a newcomer in the 8th grade would have high-interest, low-level reading materials.
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).
New families are invited to class picnics and mentored by buddy families at the school. The parent coordinator, Maxine Witherspoon, is instrumental in reaching out to new families and connecting them with a buddy family.
19. What language electives are offered to ELLs?
Grades 7 and 8 th are offered Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) 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)?

NA

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.)
Paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator receive PD during our school's half-day Friday, which takes place on the first Friday of each month. Teachers meet and plan interventions with our on-staff ENL and literacy intervention teachers; the school follows the Teachers College Reading and Writing project model. Areas covered include vocabulary development, with a focus on previewing content area vocabulary, accessing and building on background knowledge, building language contexts in the classroom and providing multiple modes for student access and response to instruction. Additionally, upper grade teams (4-8) meet and plan with an on site literacy lead teacher/coach.
2. 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?
Teachers receive professional development from Teacher's College, which is aligned to the Common Core.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Transitioning from elementary to middle school is not an issue in our school because we are a K-8 school. For the transition from middle school to high school, students are encouraged to attend SIELP (Summer Intensive English Language Program). The guidance counselor assists the ENL teacher and students/families with the application process.
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.
PD records are kept in the main office by the Principal. As a TC Reading and Writing Project School, all staff is involved in comprehensive literacy based training that addresses supporting students with different language capacities and needs. Teachers work with TC staff developers and attend TC calendar days. Minutes of those meetings are maintained and attendance is kept. The PD titles for this year include: "how formative assessment impacts rigorous instruction," "how can we use the reading/writing pathway book as a tool to improve instruction and increase student independence," and "how can the testing as a genre unit highlight students' reading and writing strengths and build confidence in reluctant readers."

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?

Our ENL teacher will reach out and meet with students and their families weekly during the family engagement time. Interpretation and translation is offered to families thru the DOE Translation Unit, or via volunteers/families who speak the same language. MSC's parent body is very active. You will always find family members helping out around the school, working in the classrooms, planning with staff and sharing their talents and passions to enhance teaching and learning at MSC. Many different languages are represented. Our website is now able to translate documents, newsletters and other school publications.

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.

ENL teacher keeps records of meetings with families/students, Parent Coordinator assists

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. See question 1 above. The school partners with the Beacon Program (extended day), which offers on-site ENL and "English Language Practice Nights" to families

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

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

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

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

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

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.

Part VI: LAP Assurances

School Name: Manhattan School for Children		School DBN: 03M333	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claire Lowenstein	Principal		6/27/15
Darlene Dooley	Assistant Principal		6/27/15
Maxine Witherspoon	Parent Coordinator		6/27/15
Katy Bowen	ENL/Bilingual Teacher		6/27/15
Elizabeth Rivera	Parent		6/27/15
Wendy Smith/Literacy	Teacher/Subject Area		6/27/15
Mary Ann Schmidt/ELA	Teacher/Subject Area		6/27/15
	Coach		1/1/01
	Coach		1/1/01
Michelle Argumedo	School Counselor		6/27/15
Ilene Altschul	Superintendent		6/27/15
Matthew Manners	Borough Field Support Center Staff Member		6/27/15
Erica Smolowitz	Other <u>Related Service Prov</u>		6/27/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M333**

School Name: **Manhattan School for Children**
Superintendent: **I. Altschul**

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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

The following documents are used to assess language preferences of ur parent community: HLIS, and Student Emergency Contact sheet. A survey is sent to families at the start of the school year asking families what their language preference is. The survey is sent in many languages: English, Arabic, Bengali, Chinese, Haitian, Korean Russian Spanish, and Urdo. Parent Coordinator follows up with families that do not respond, or do not hand in the HLIS and Emergency Card.

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.

Hebrew, Spanish, Urdu and Madarin

Part B: Creating a Communications Calendar

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

The School Handbook is given to families each year, electronically. It is available on our website (which has the ability to be translated in any language). Class newsletters, calendars, and letters from the Principal are also sent on a weekly basis, and are available on our website. Families who have requested that written information be sent in a language other than English (this year the languages requested are Hebrew, Spanish, Urdu, Mandarin) are sent their information in their language of choice. Such information includes, but is not limited to parent-teacher conference announcements, afterschool information, testing dates, curriculum news, parent events, performances, etc.

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.

Curriculum night is held in September, Parent Teacher conferences happen three times during the year, families have the opportunity to meet with teachers every Tuesday during Parent Engagement Time, SLT and PTA meets once a month, the Principal holds Chat With Claire (open meeting where families have the opportunity to ask questions and address concerns), and student work celebrations are held throughout the year. Informal interactions happen on a daily/weekly basis. Parents/families have the opportunity to meet with our Guidance Counselors (bilingual), Social worker (bilingual), Psychologist, Parent Coordinator and/or Community Assistant. The attendance teacher is available once a week.

Part C: Providing Language Assistance Services

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

For written communication: The Parent Coordinator has a list of families who have requested languages other than English on their preference survey and will keep them informed in their preferred language. Translation services are provided by our staff (School Aides, Social Worker, Guidance Counselor, Business Manager, etc) as well as other families who speak other languages. When needed, translation will also be provided by the Translation & Interpretation unit.

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

For communicating orally: interpretation services will be provided by school staff, parent volunteers and/or over the phone via the Translation and Interpretation unit. We have also, from time to time, utilized an outside vendore (Big Word) for translation services, however, we try not to rely on them as they are not reliable.

Part D: Training Staff on Policies and Procedures

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

Staff is informed at the start of the year, during the first staff meeting, of how to request translation services for parents/families in their classroom. The Parent Coordinator makes herself available to answer questions about translation services, and over the phone interpretation services. The PC also keeps a master list of families who speak languages other than English in order to ensure that families have someone they can turn to if they should need to.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The above documents are given to families when families register their children, during Curriculum Night and are also sent home to families who (in the language preference survey) request written information/oral communication in language other than English.

Part F: Monitoring and Quality Control

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

The Parent Coordinator, along with the Business Manger, will manage the language preference survey. PC will also survey parents during the school year to find out if families are receiving all they need in this area. The PC will also attend PTA and SLT meetings to find out from parent leadership what the needs of the families are.