2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M290
School Name: P.S. 290 MANHATTAN NEW SCHOOL
Principal: DOREEN ESPOSITO
Comprehensive Educational Plan (CEP) Outline

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School Information

School Name: Manhattan New School
School Number (DBN): 02M290
31-02-00-01-0290

BEDS Code: 31-02-00-01-0290

Grades Served: K through 5

School Address: 311 east 82 nd Street New York NY 10028

Phone Number: 212-734-7127
Fax: 212-772-8879

School Contact Person: Doreen Esposito
Email Address: DEsposi2@schools.nyc.gov

Principal: Doreen Esposito

UFT Chapter Leader: Pamela Saturday

Parents’ Association President: PriyaNagmani

SLT Chairperson: Robyn Marquis

Title I Parent Representative (or Parent Advisory Council Chairperson): NA

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 02
Superintendent: Bonnie Laboy

Superintendent’s Office Address: 333 Seventh Avenue, Seventh Floor, New York, NY 10002

Superintendent’s Email Address: blaboy@schools.nyc.gov

Phone Number: 212.356.7500
Fax: 212.356.7502

Field Support Center (FSC)

FSC: Manhattan
Executive Director: Yuet Chu

Executive Director’s Office Address: 333 Seventh Avenue, Seventh Floor, New York, NY 10002

Executive Director’s Email Address: ychu@schools.nyc.gov

Phone Number: 212.356.7500
Fax: 212.356.7500
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doreen Esposito</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Pamela Saturday</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Priya Nagrani</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Robyn Marquis</td>
<td>Member/ Elected Parent</td>
<td></td>
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<tr>
<td>Sharon Marcus</td>
<td>Member/ Elected parent</td>
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<tr>
<td>Shirin Sade</td>
<td>Member/ Elected Parent</td>
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<tr>
<td>Deborah Cohen</td>
<td>Member/ Elected Parent</td>
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<tr>
<td>Ashley Rich</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Amy O’Brien</td>
<td>Member/ Assistant Principal</td>
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<tr>
<td>Hallie Saltz</td>
<td>Member/ Elected UFT</td>
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<td>Sophy Joseph</td>
<td>Member/ Elected UFT</td>
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<td>Mary Anne Sacco</td>
<td>Member/ Elected UFT</td>
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<tr>
<td>Jamie Kushner/Katie Finnegan</td>
<td>Member/ Elected UFT</td>
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<td>Cathy Schaffer Rose</td>
<td>Member/ Elected Parent</td>
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<tr>
<td>Tom Kraus</td>
<td>Member/ Elected Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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.</td>
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<td><strong>Effective School Leadership</strong>: 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.</td>
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<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust</strong>: 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.</td>
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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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td><strong>Mission Statement</strong></td>
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</tbody>
</table>

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

2018-19 CEP
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

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

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

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

3. Describe any special student populations and what their specific needs are.

Our ENL population needs communication in various languages and families need to be incorporated into our school community from the beginning through our International Committee.

4. Identify 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.

As indicated in our Quality Review and in previous CEP documents we have been working towards creating a school culture that is immersed in questioning, feedback and reflection as indicated in 3b of the Danielson Framework. This work has guided our thinking and our practice as we have continued to align our curriculum. We have accomplished this in conjunction with working on our student’s ability to be reflective and engage in ambitious intellectual activities. Our professional development has included Making Thinking Visible, Harvard’s Project Zero, SOLE (Self Organized Learning Environments), and Carol Dweck’s Growth Mindset. This has led to our exploration of how to better utilize inquiry studies and the ideas around STEAM and MAKER Education. The creation of an addendum to the report cards, by each grade level, are “Indicators” of student progress and can also be used for assessment and record keeping purposes. Additionally, they keep parents informed, and provide them with more information about their children’s growth. We have noted significant gains as it pertains to this work and we have kept the principles of the Framework For Great Schools in mind as we continue to work towards our collective goals. One of strengths is our family-school partnerships. We have developed a strategic collaboration this year through our MNS Parent Workshop Series. Each
month we have created a workshop around our MNS Core Values. These values come from a study of Growth Mindset.
### School Demographics and Accountability Snapshot for 02M290

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 631
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: N/A
- **# SETSS (ELA)**: 15
- **# Integrated Collaborative Teaching (ELA)**: 81
- **# Special Classes (Math)**: N/A
- **# Integrated Collaborative Teaching (Math)**: 80
- **Types and Number of Special Classes (2018-19)**
  - # Visual Arts: 21
  - # Music: 21
  - # Drama: 21
  - # Dance: 12
  - # CTE: N/A

#### School Composition (2017-18)
- **% Title I Population**: 11.0%
- **% Attendance Rate**: 95.7%
- **% Free Lunch**: 9.4%
- **% Reduced Lunch**: 1.3%
- **% Limited English Proficient**: 2.7%
- **% Students with Disabilities**: 14.1%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.2%
- **% Black or African American**: 2.2%
- **% Hispanic or Latino**: 8.7%
- **% Asian or Native Hawaiian/Pacific Islander**: 10.8%
- **% White**: 71.9%
- **% Multi-Racial**: 6.3%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2016-19)**: 4.12
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification (2014-15)**: 0%
- **% Years Principal Assigned to School**: 5.7

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 91.1%
- **Mathematics Performance at levels 3 & 4**: 87.1%
- **Science Performance at levels 3 & 4 (4th Grade)**: 96%
- **Science Performance at levels 3 & 4 (6th Grade)**: 96%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes, Local Assistance Plan
- **Focus District**: Yes, Focus School Identified by a Focus District
- **Priority School**: No, Focus Subgroups

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In order to reach our targeted goal it was determined that teachers would engage in more professional development and plan more strategy lessons in small groups across grade K through 2. Looking closely

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, 75% of teachers in grades K-5 will conduct small group instruction 2 to 3 days per week in literacy.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
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<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>• 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).</td>
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<tr>
<td><strong>Target Group(s) Who will be targeted?</strong></td>
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<tr>
<td><strong>Timeline What is the start and end date?</strong></td>
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<tr>
<td><strong>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
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<tr>
<td>At grade level meetings and teacher team meetings, teachers will work to implement and improve small group instruction in reading.</td>
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<tr>
<td>Administration will look for, observe and provide feedback on small group instruction in reading.</td>
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<tr>
<td>Administration will collect data (record-keeping, assessments, etc.) from teachers to ensure strategic planning for small group instruction is ongoing.</td>
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<tr>
<td>Sharon Taberski, a literacy consultant, will work with teachers</td>
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</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops across the year to support understanding of our curriculum and the CCLS. Every classroom teacher and cluster teacher will write a monthly newsletter or article for school-wide quarterly magazine.

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.

The resources we will leverage to achieve this goal and implement the action plan include using teachers who have attended professional Development on this subject matter and who will then turn key the information. We will also be utilizing teachers who have expertise in these particular areas as well as the literacy coach, literacy consultant, special education teacher, special education consultant, reading intervention specialists and administration. Teachers will use PD Mondays, professional development days i.e. Election Day and grade level meetings. Coverage will be provided for teachers during planning days and teachers will have the flexibility to do inter-visitations. This can also be accomplished by switching prep periods.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td>C4E</td>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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<td>Other</td>
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</table>

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.

We will engage in progress monitoring throughout the year based on our observation and teacher feedback schedule. In January 2018 we will re-evaluate and re-assess plans based on TC Assessment Data and feedback from those observations.

Along with our math coach and literacy coach we have systematically researched data from our ELA and Math test scores. Based on the information garnered from the data we have looked at students from each test who have scored either a 1 or a 2. Those students, based on data, will be receiving intervention from one of two AIS teachers or from the SETTS teacher who will be providing targeted at risk services. We will also be providing students with test preparation based on information extracted from our item skills analysis. Prior to the administration of the state tests we will be conducting periodic informal and formal assessments every three to four weeks or after a unit of study has been completed to determine areas which require continued support.

In an effort to support our SWD’s our PPT Team meets once a week to review RTI strategies tailored to individual students. Upon review of each student’s progress additional supports may be determined. Along with our special education consultant and our special education coordinator we have added paraprofessionals, added more SETTS or placed students into the ICT.

Teachers in grade k through second are working with a literacy staff developer to improve phonics instruction, emergent literacy strategies in addition to literacy structures and routines. This will directly correlate to higher tests scores in grades three through five.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Based on information from the PPO reviews it was determined that we needed to take a closer look at our assessment criteria. We have instituted a number of measures to address this area. Not only have we used the Danielson Framework to inform our feedback to teachers in assessment, we have made it a school wide goal. Teachers are required to be using assessment tools, at all times, as they monitor student progress. Rubrics have been created as well as assessment portfolios to measure student progress. Along with the report cards we have created "Indicators" that specifically measure student growth in the content areas and clearly define individual student goals. The "indicators" measure student growth across the year and will be used as an assessment tool not only for teachers, in grades three through five, but for students to use as they receive feedback from their teachers.

Part 5c. In February 2019, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

The creation and utilization of the school wide initiative using Report Card Indicators will result in giving more in depth feedback to families regarding their children’s progress. The Report Card indicators are a set of end of year expectations in reading, writing, math and social emotional behaviors that continue to create more rigorous instruction in order to improve student outcomes. Based on the continuation of this work, as well our goal of 100%, Social Studied Indicators will also be created.

Parents of students have not met their targeted goals and who receive a two on the report cards are notified and are made aware of any additional interventions that are available to their children. Those support services continue to be added such as intervention, at risk services and guidance, if needed. We have also begun to use the Teachers College Units of Study to improve student performance in ELA. Students who require enrichment may participate in the Math Olympiad.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. |

By June 2018, Content Teams will vertically align 100% of the Math, Reading, Writing, Social/Emotional and Social Studies, End of Year Indicators across grades K through 5. Through our Professional Development cycles teachers have been working on insuring that all content area subject matter meets all Common Core Standards, that the big understandings and ideas match with the Common Core and all teachers are aware of the expectations for each grade. Grade level team meetings take place once per week in order to implement and follow through with grade level plans. Teachers are also required to study student work in order to analyze trends and establish benchmarks and goals for students.
### Part 3a – 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: |
|--------------------------|---------------------------------|-----------------------------|---------------------------------|
| • Evidence-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). |

#### Target Group(s) 
**Who will be targeted?**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

| Teachers will use data from the indicators to inform their small group instruction to target the needs of students working below grade level. |
|---------------------|---------------|
| K-5 | Oct. to April |
| Whole staff |

| Content Teams will have a representative from each grade and will meet twice per month to vertically align each content area. Teams will be responsible for creating a common language for their content group that will be used by the rest of the school. |
|---------------------|---------------|
| K-5 | Oct. to April |
| Whole staff |

| Monday PD sessions will focus on aligning record-keeping, ongoing assessments and documentation based on the indicators. |
|---------------------|---------------|
| K-5 | Oct. to April |
| Whole staff |

| Teachers and students will use teacher-created indicators based on the CCLS to monitor learning and provide feedback. |
|---------------------|---------------|
| K-5 | Oct. to April |
| Whole staff |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent workshops across the year to support understanding of our curriculum and the CCLS. Every classroom teacher and cluster teacher will write a monthly newsletter or article for school-wide quarterly magazine.

### 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.

The resources we will leverage to achieve this goal and implement the action plan are using teachers who have attended Professional Development on this subject matter and who will then turn key the information. We will also be utilizing teachers who have expertise in these particular areas as well as the math coach, special educators, the art teacher, science teacher, PD Committee and Rubicon Atlas. Teachers will use PD Mondays, professional development days i.e. Election Day, grade level meetings and coverage will be provided for them for planning days.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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.

We will engage in progress monitoring throughout the year based on our PD Monday schedule. In January 2018 we will re-evaluate and re-assess plans to insure they are effective by having the content groups hand in their indicator check lists. The PD committee will provide feedback for the content groups to make adjustments between January and

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

MNS Indicators

Part 5c. In February 2019, 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**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

It was determined that using assessment portfolios will be an ongoing means of conducting formative and summative assessments aimed at achieving greater transparency around student goals, ownership and feedback based on the information provided in the Quality Review narrative and rating.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2017, all classes in grades 3 through 5 will use portfolios to develop and assess both short term and long term goals in reading and writing.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Grade level, teacher team and Monday PD meetings will be used to create rubrics, student reflection sheets and overall criteria for portfolios.</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

#### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops across the year to support understanding of our curriculum and the CCLS. Every classroom teacher and cluster teacher will write a monthly newsletter or article for school-wide quarterly magazine. There will be a Communication Director on the PTA who will work with our Parent Coordinator and AP to connect and support teacher/parent collaborations.

### 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.

We will be utilizing teachers who have expertise in these particular areas as well as the math coach, special educators, classroom teachers. Teachers will use PD Mondays, professional development days i.e. Election Day, grade level meetings and coverage will be provided for them for planning days.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

We will engage in progress monitoring throughout the year based on our PD Monday schedule. In January 2017 we will re-evaluate and re-assess plans to insure they are are effective.

#### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.
**Portfolio Rubric**

| Part 5c. In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

In keeping with the ideals of our mission statement and SLT initiatives, of continuing to create a culture of learning, parents will gain greater insight and knowledge into their child's progress on a continuing basis to assist them in understanding the academic achievement standards.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2018, all teachers in Kindergarten through grade 5 will provide monthly opportunities for parents and students to monitor student progress in reading and writing by sending home questions to guide reflection and conversation.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students 3-5</td>
<td>Oct. to June</td>
<td>SLT, Classroom teachers 3-5, Administration</td>
</tr>
</tbody>
</table>

Continued work with SLT Committee, PTA Meetings and communication home to families to provide information about how to support home learning.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops across the year to support understanding of our curriculum and the CCLS. Every classroom teacher and cluster teacher will write a monthly newsletter or article for school-wide quarterly magazine.

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.

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

<table>
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<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
</table>

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.

Each month at SLT meeting, the process of home learning and reflection will be reviewed to determine parental feedback and participation.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Portfolio Rubric
Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Based on our analysis of data from TC as well as test scores, continued analysis has determined that more targeted instruction in small groups is required to deepen and improve reading instruction that fosters the ability for SWDs and ENL students to show evidence of their literal and inferential comprehension skills.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2018, 50% of students with disabilities and ENL Learners in grades 2-4 will demonstrated improvement in their literal and inferential comprehension as measured by moving two TC levels.</td>
</tr>
</tbody>
</table>
**Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL And SWD students</td>
<td>Sept. to May</td>
<td>ENL teacher, SETSS teacher.</td>
</tr>
<tr>
<td>ENL And SWD students</td>
<td>Sept. to May</td>
<td>ENL teacher</td>
</tr>
<tr>
<td>ENL And SWD students</td>
<td>Sept. to May</td>
<td>Reading intervention teachers</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

n/a

**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.

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

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</tbody>
</table>

**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.
In January 2017, ENL and Special Education/IEP teacher will review TC Levels and parent engagement outreach to re-evaluate progress and what changes need to be made to ensure success going forward.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

| Instrument | TC Assessments |

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>TC Assessments, Running Records, other formative assessmentssuch as anecdotal records. Report Card Indicators &amp; Report Cards</td>
<td>Reading intervention, Fundations, Wilson, RTI, Shared Reading Guided Reading, Interactivewriting.</td>
<td>one-to-one and small group</td>
<td>during the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>End of Unit Assessments, ECAM, Exit Tickets, State Math Test, Report Card Indicators and Report Cards</td>
<td>RTI, Math games, manipulatives, math intervention</td>
<td>one-to-one and small group</td>
<td>during the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Formative Assessments, Science Fair projects and State Science Test</td>
<td>RTI</td>
<td>one-to-one and small group</td>
<td>during the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Projects, non fiction reading and writing assessments</td>
<td>RTI</td>
<td>one-to-one and small group</td>
<td>during the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Project Excel, Counseling, Informal Evaluations, Push-In, Pull-Out Interventions, Special Ed, Speech and OT providing at risk interventions</td>
<td>Adoption and divorce group, project excel, fifth grade social issue group, individual and small group counseling</td>
<td>one-to-one and small group</td>
<td>during the school day</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

<table>
<thead>
<tr>
<th>h/a-we don't have any</th>
</tr>
</thead>
<tbody>
<tr>
<td>We don't have any</td>
</tr>
</tbody>
</table>

2. Please describe the services you are planning to provide to the STH population.

<table>
<thead>
<tr>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

<table>
<thead>
<tr>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

<table>
<thead>
<tr>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[]</td>
<td>[]</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent and Family Engagement Policy

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. Manhattan New School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

Support for Parents and Family Members of Title I Students

[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
Parental 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., ESSA/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 Every Student Succeeds Act (ESSA);
- 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;

Encouraging School-Level Parental Involvement

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)**

School-Parent Compact (SPC) Template

Manhattan New School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum**

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 Every Student Succeeds Act (ESSA);

**I. School Responsibilities: Supporting Home-School Relationships**

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>The Manhattan New School</td>
<td>290</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Doreen Esposito</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Amy O’Brien</td>
</tr>
<tr>
<td>Coach</td>
<td>Christopher Lomot</td>
</tr>
<tr>
<td>ENL/English as a New Language/Bilingual Teacher</td>
<td>Lindsay Haug</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Valerie Radetzky</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Allie Bekerman/IEP teacher</td>
</tr>
<tr>
<td>Parent</td>
<td>JoAnne Searle</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Marisa Cohen/Speech</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Bonnie Laboy</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td></td>
</tr>
</tbody>
</table>

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

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Teacher’s College Reading Assessments are used to assess the early literacy skills of ELLs at our school. Although students may be able to decode, ELLs may not be gaining necessary comprehension. In addition, when there is comprehension, students may have trouble expressing themselves during this section of the assessment. Furthermore, newcomer ELLs may not be familiar with the vocabulary that is necessary to use context clues or picture clues for help. This indicates that we need to support ELLs with content based vocabulary instruction so that they can implement the appropriate literacy strategies to become successful readers. We will also have to support ELLs in expressing their ideas in order to properly assess their comprehension.

2. What structures do you have in place to support this effort?
We have two reading interventionists who provide support for the implementation of TC Assessment to children. They work alongside the ENL teacher who confers with the classroom teacher as well.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
To evaluate the success of our ENL program, we use the results and progress shown on the NYSESLAT assessment, in addition to informal and formal classroom based assessments such as Teacher’s College Reading Assessments. We also use parent feedback and measures of individual student progress to help us evaluate the overall success of our ELL program.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We meet on a weekly basis as a team to assess the data and arrange intervention by the ENL teacher or other support staff if necessary.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5)? [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
We use data from various sources to guide instruction and provide targeted intervention for students as needed. We use scores from standardized tests, such as the NYSESLAT and NYS ELA and Math tests as well as Teacher’s College Reading Assessments. We also use data from ongoing informal assessments, such as writing samples and classroom task performance. We analyze data from these sources to determine which students can benefit from RtI intervention in addition to the ELL services we provide according to CR Part 154. Targeted intervention for ELLs in ELA, Math and other content areas may include additional small-group support during the school-wide extended-day period. Our reading intervention teacher, math coach and SETTs teacher are also available to work with students who are "at-risk."

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
The data patterns across performance levels on the NYSITELL and NYSESLAT indicate that the majority of students across emerging, transitioning and expanding and commanding levels score higher on the speaking and listening modalities. Students within the entering level usually score the highest on the listening modality. The revealed patterns may effect student grouping, and leaves implications for curriculum planning. The data can inform the teachers of ELLs about which skills the students need to further develop to gain English proficiency. The data may also inform common branch teachers which areas of professional development are needed in order to enhance teaching practices that will target ELLs’ needs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Our ENL teacher meets with every classroom teacher at the beginning of each year and participates in end of year articulations meetings as well. Over the course of the year, she meets with teachers at least once per month to check in with modifications for curriculum.

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**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      In the Freestanding ENL program, students who require stand-alone ENL are pulled-out of their general education classroom for their required time mandates for ENL instruction. Instruction is delivered in a stand-alone ENL program in order to develop students' English language skills so they can succeed in core content classes. Instruction is...
delivered by the certified ENL teacher, Marisa Cohen. Students are grouped in ungraded and heterogeneous groups. These groupings are formed by taking into account language proficiency level and grade level. Students may be grouped within two contiguous grade levels within two proficiency levels. The small difference in proficiency levels benefits students by having some students as language models and all students feeling comfortable within a group of language learners. The integrated ENL program is delivered by the certified ENL teacher with the certified content area teacher. For students who require the integrated model, the ENL teacher conducts instruction within the general education class alongside the content teacher. The integrated ENL model builds English language skills through the content area subject matter. Therefor, students are placed in their general education classes according to their proficiency levels up to two contiguous levels. This is done primarily for scheduling purposes. The ENL teacher uses ENL methods and strategies to make the content accessible for students. The ENL teacher is present during grade level meetings and meets informally with content teachers to discuss and plan instruction.

b. TBE program. If applicable.
N/A

c. DL program. If applicable.
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

A wide variety of materials are used to support ELLs, including:
- Leveled books
- Pocket charts
- Non-fiction libraries
- Audiovisuals
- Picture dictionaries
- Realia/ manipulatives
- Bilingual dictionaries
- Personal word walls
- Big books for shared reading
- Hampton Brown resources
- Poems
- Classroom magazines
- Songs and chants
- iPod/iPad/computer recorder
- Graphic organizers
- Books on Cd/ Portable CD Players
- Dialog journals
- iPads and Interactive apps
- Sentences strips
- Interactive websites

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

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

As we do not have a dual language or transitional bilingual program, the native language is not regularly used for instruction and assessment. We ensure that students are appropriately evaluated in their native language by administering the Spanish LAB to Spanish-speaking ELLs who do not score proficiently on the NYSITELL when they are first admitted. We provide translation services for students on an as needed basis (i.e. translators and/or translated versions of the state math exam). Additionally, informal assessment is conducted in newcomers’ native languages when appropriate. For example, teachers may encourage a newcomer to write in his/her native language in order to demonstrate content knowledge at a time when he/she does not yet have the English vocabulary and language skills to accurately represent this knowledge.
5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

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

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Frequent conferences between classroom teachers and the ELL teacher allow our school to provide targeted instruction for ELLs and transitional ELLs when needed. Targeted interventions for ELLs in ELA, Math and other content areas include additional small-group support during the school day with the ELL teacher, math coach, reading specialist, Reading Recovery teacher, or other appropriate teachers. All intervention services are offered in English as the language of instruction. The ELL subgroups targeted for intervention programs include long term ELLs who are performing at the bottom 30% of the class and developing ELLs who do not show progress on the NYSESLAT.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We may consider adding an enrichment program that will take place before or after school.

10. If you had a bilingual program, what was the reason you closed it?

We do not plan to discontinue any programs or services for ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to any and all school programs and are represented in all programs, including the school based extended day, intervention services, field trips, National Dance Institute, New York City Ballet partnership, lunch-clubs such as sewing, jewelry making, chess, robotics, circus, rainbow loom, simply sports and after-school programs such as crafting, healthy cooking, board games, geography club, debate club, track club, Girls on the Run, iceskating, little runners, little sports, literature and the arts and baking. ELLs are invited through translated school-based flyers and announcements on the school website which is translated by Google Translate. The majority of these activities are visually based and hands on which allow ELLs to fully and equally participate at any language level.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

A wide variety of materials are used to support ELLs, including:
- Leveled books
- Non-fiction libraries
- Picture dictionaries
- Bilingual dictionaries
- Big books for shared reading
- Poems
- Songs and chants
- Graphic organizers
- Dialog journals
- Sentences strips
- Wilson Fundations
- Raz Kids
- Visual Research Notebooks
- Words Their Way
- Post-it Notes
- Pocket charts
- Audiovisuals
- Realia/ manipulatives
- Personal word walls
- Hampton Brown resources
- Classroom magazines
- iPod/iPad/computer recorder
- Books on Cd/ Portable CD Players
- iPads and Interactive apps
- Interactive websites
- Classroom Word Walls
- Book Flix
- SmartBoard
- Anchor Charts
- Picture charts
- Visual Research Notebooks
To expand upon some of the abovementioned materials, technology is used to support ELLs in several ways. All classrooms at Manhattan New School are equipped with Smart Boards, document cameras and computers to enhance each child’s learning experience. The Internet is a useful tool for translation, research, photographs, interactive activities and videos for ELLs. In addition, newcomers are given a portable CD player and books on CD to use in the classroom. The ELL teacher will often use an iPod/iPad/computer recorder to record stories and track students’ progress in speaking. Newcomers also make portable word walls to use at home and at school and during different content classes such as computers or science. Developing, Transitional and Long Term ELLs utilize technology such as the iPad to translate, self assess (using video feedback), and conduct independent research.

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

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

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

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

A wide variety of materials are used to support ELLs, including:
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- Realia/ manipulatives
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science. Developing, Transitional and Long Term ELLs utilize technology such as the iPad to translate, self-assess (using video feedback), and conduct independent research.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

17. What language electives are offered to ELLs?
We do not currently offer any language electives during the school day.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not currently offer a dual language program.

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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 and non-pedagogic staff.) 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?

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

Our ELL teacher also continues to participate in professional development opportunities offered by the New York City Department of Education, as well as study groups with other ELL teachers in District 2. This Professional Learning Residency and collaboration with local ELL teachers has greatly enriched our ELL program.

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

The ELL teacher will continue to participate in professional development opportunities provided by the Department of
1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Individual meetings with parents of ELLs are scheduled throughout the year to keep parents abreast of their child's language development progress during the weekly designated parent interaction time on Tuesdays after school from 3:00-4:00. The parents are informed of their child's progress, strengths and current goals. Tips for helping their children at home are also offered during these individual conferences. Parents are also encouraged to ask questions and communicate any concerns at this meeting as well. If a parent requires translation, a staff member who speaks the language is asked to assist. If no staff
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Parental Involvement

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2. 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.

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

All teachers will receive 15% of their professional development in ELL-specific professional development. Professional development will be offered by the ELL teacher during school-wide staff meetings. We will implement a professional development plan to satisfy the ELL professional development requirements as per CR Part 154.2. This program will aim to provide generalized support to all teachers who work with ELLs and to provide additional targeted support in order to meet individual teachers’ needs. All K-5th grade teachers (including general education, special education, art, music, physical education, technology and science teachers) at P.S. 290 will participate in a five week hour-long workshop with the goals of developing their understanding of English language acquisition building strategies for working with ELLs in order to encourage language development and make content comprehensible. These meetings will be held during staff meetings and will be led by the ELL teacher. Topics to be covered may include differentiating the needs and expectations of ELLs by proficiency level, incorporating strategies to make content comprehensible for ELLs at all proficiency levels, aligning ELA and Math CCLS to meet the needs of ELLs, and how to encourage ELLs to develop and use academic language when writing and during classroom discussions. In addition to the staff meetings, the ELL teacher will schedule individual meetings with teachers on an as-needed basis to further develop strategies to meet individual ELLs’ needs. Agendas and attendance will be taken and securely filed by the ENL teacher. In addition, the ENL teacher will receive 50% of ELL-specific professional development by attending professional development offered by the Department of English Language Learners, community universities and colleges. Again, agendas will be filed and securely stored.

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

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.
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Doreen Esposito, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentitication Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doreen Esposito</td>
<td>Principal</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Amy O'Brien</td>
<td>Assistant Principal</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Sally Mason</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Lindsay Haug</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Doreen Esposito</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Amy O'Brien</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>JoAnne Searle</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/29/15</td>
</tr>
<tr>
<td>Christopher Lomot</td>
<td>Coach</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Valerie Radetzky</td>
<td>School Counselor</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Bonnie Laboy</td>
<td>Superintendent</td>
<td></td>
<td>1/29/15</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Marisa Cohen</td>
<td>Other Speech Therapist</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

<table>
<thead>
<tr>
<th>DBN:</th>
<th>School Name:</th>
<th>Manhattan New School</th>
<th>Superintendent:</th>
<th>Bonnie Laboy</th>
</tr>
</thead>
</table>

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our data indicates that the majority of parents prefer written and oral communication in English. However, there is a small need for oral and written translation in Turkish and Italian.</td>
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</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents that the school disseminates are made available on the school website including the school calendar, parent handbook, SLT information, school directory, school newsletter, lunch club and afterschool schedules, and PTA information. The school calendar includes New York State testing dates, parent-teacher conferences, school trips, PTA and SLT meetings, after-school program information, overview of individual class and grade level curriculum, lesson demonstrations, homework schedules, and announcements from the school administration. All of the documents included on the school website including the calendar are accessible in</td>
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</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal face-to-face meetings are indicated on the school calendar which are translated through Google Translate. If a parent requires a translator for a formal face-to-face meeting such as parent-teacher conferences or curriculum nights, translation is provided through knowledgeable school staff members or through the Translation and Interpretation Unit or Legal Interpreting Services. The school contacts approved vendors two weeks before the scheduled event. Formal meetings include parent-teacher conferences (November 5th, 2015 and March 3rd, 2016), ELL Parent Orientation (September 28th, 2015 and ongoing throughout the year as needed), Curriculum night (September 17th, 2015), IEP meetings (ongoing), classroom reading lessons (September 28th, 29th, 30th 2015 and October 1st and 2nd, 2015), and classroom math lessons (October 19th, 20th, 21st, 22nd, and 23rd, 2015). Parent-facing documents are disseminated a week before the event and will be sent to the Translation and Interpretation Unit two-weeks before the dissemination date. The timeline for translating documentation using the Translation and Interpretation Unit is as follows as necessary. For parent-teacher conferences on November 5th, 2015, documents are sent to the Translation and Interpretation Unit on October 15th 2015, to be ready for distribution on October 29th, 2015. For March 3rd, 2016 parent-teacher conferences, documents are sent to</td>
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</table>
the Translation and Interpretation Unit on February 11th, 2016 to be sent home on February 25th, 2016. ELL Parent Orientation documents are sent to the Translation and Interpretation on September 9th, 2015 to be ready for distribution on September 21st, 2015. Curriculum night documents are sent to the Translation and Interpretation Unit the previous June to be ready for September 10th, 2015 distribution. Classroom reading lesson documentation is sent to the Translation and Interpretation Unit on September 9th, 2015 to be ready for distribution on September 21st, 2015. Classroom math lesson documentation is sent to the Translation and Interpretation Unit on September 28th, 2015 to be disseminated to families on October 13, 2015. IEP meeting documentation is sent to the Translation and Interpretation Unit three weeks before the scheduled IEP meeting in order to be ready for dissemination to parents a week before the scheduled meeting. Informal meetings may include phone calls to parents or interactions during arrival or dismissal with the use of the Translation and Interpretation Unit if necessary. Face-to-face parent interactions involving the guidance counselor or attendance teacher are supported through the use of the Translation and Interpretation Unit.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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