



MUSCOTA

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: MUSCOTA
ADDRESS: 4862 BROADWAY
TELEPHONE: 212-544-0614
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310600010314 **SCHOOL NAME:** Muscota

SCHOOL ADDRESS: 4862 BROADWAY, MANHATTAN, NY, 10034

SCHOOL TELEPHONE: 212-544-0614 **FAX:** 212-544-2678

SCHOOL CONTACT PERSON: Camille Wallin **EMAIL ADDRESS:** CWallin@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kari Steeves

PRINCIPAL: Camille Wallin

UFT CHAPTER LEADER: Erin Ormond

PARENTS' ASSOCIATION PRESIDENT: Margaret Peeler

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** CFN 102; Cluster 1: ESA - Empowerment Schools Association

NETWORK LEADER: Joseph Cassidy/Alison Sheehan/Maria Broughton

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Camille Wallin	Principal	
Kari Steeves	Parent	Comments: disucuss at next slt will review at SLT in Nov.
Margaret Peeler	Parent	Comments: discuss at next SLT review in Nov will review at SLT in Nov.
Lauren Ravit-Franceskin	UFT Chapter Leader	Comments: discuss at next SLT same will review 11/2
Dayna Beegun	UFT Member	Comments: discuss at SLT same will review 11/2
Emmy Matias	UFT Member	Comments: discuss at SLT same will review 11/2
Cari Fershing	Parent	Comments: discuss at SLT review in Nov will review at SLT in Nov,
Josh Liveright	Parent	Comments: discuss at next SLT will review at SLT in Nov.
Erin Ormond	UFT Member	Comments: discuss at next SLT same will review on 11/2
Megan Benay	UFT Member	Comments: discuss at SLT same out sick
Cathy Cabrera-Figueroa	Parent	Comments: discuss at next SLT review in nov will review at SLY in Nov.
Wilma Leon	Parent	Comments: discuss at next SLT review in nov will review at SLT in Sept

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: *In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.*

We believe that education is a process that benefits the learner. Therefore, the emphasis must be upon learning rather than teaching. We know that the desire to learn is deepened when experiences are stimulating and so look at the "whole child" when teaching and providing services. The foundation of our educational philosophy is:

- Learning is a natural part of a child's development;
- Each student is important - individual feelings and ideas are considered and inquiries are given thoughtful response;
- Each student needs to experience success in order to prosper;
- Children learn best through discovery and inquiry rather than abstract or rote practice, standardized tests, and textbooks;
- It is the teacher's responsibility to encourage students to question, discuss, and investigate the world around them;
- Education should strive to maintain the uniqueness of learners and respect the differences between individuals;
- Students learn best in an academically diverse environment to reflect the multitude of learners;
- "Authentic assessment" tools, such as close examination of a child's performance and observing a child at work, are used to evaluate and follow the growth of each child;
- We are all citizens in a community that meets in groups and at least once a week as a whole;
- We have a rich, comprehensive arts program. Each student:
 - Participates in drama, library, singing, art;
 - Receives literacy through playwriting;
 - Is given the opportunity to showcase her/his work during our weekly Town Meetings;
 - (fifth graders) is involved in elective clubs that include Shakespeare and art and photography.

Some of our students participate in:

- Young Playwrights Inc. Write-A-Play Competition;
- Joyce Theater dance program;
- Salvadori Architecture program;
- Mighty Milers;
- Student Council;
- Clearpool Educational Retreat.

We feel the teacher's role is that of guide and partner who possesses the skills necessary to set an appropriate learning environment, rather than as someone who knows all the answers; individuals must be allowed to work according to their own abilities and encouraged to work at their own pace.

Communication and collaboration is central to our work:

- Two Family Conferences are held each year;
- Five times a year, parents receive written information on their child's progress toward the standards;
- Teachers write Curriculum Letters for families;
- Families and teachers may also meet at other times;
- The principal writes informational letters to the community;
- Teachers meet weekly with the principal and monthly for professional development from one another or outside experts.

We believe that regular communication around a child's needs and progress plays a critical role in insuring that each child reaches his/her potential academically, socially and emotionally.

The Parents Association meets monthly and parents are encouraged to volunteer and/or become Class Parents to help strengthen classroom work and communication between teachers and families. A School Leadership Team operates, as defined by the Chancellor's regulations and our Bylaws, to advise the principal on budget and policy.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Muscota								
District:		6	DBN #:	06M314	School BEDS Code:					
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10	
Pre-K		0	0	0			92.6	93.3	TBD	
Kindergarten		47	51	45						
Grade 1		47	50	47	Student Stability - % of Enrollment:					
Grade 2		52	46	41	(As of June 30)		2007-08	2008-09	2009-10	
Grade 3		44	48	47			93.8	98.49	TBD	
Grade 4		45	43	43						
Grade 5		42	38	35	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	(As of October 31)		2007-08	2008-09	2009-10	
Grade 7		0	0	0			44.1	45.8	56.5	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	(As of June 30)		2007-08	2008-09	2009-10	
Grade 11		0	0	0			0	3	TBD	
Grade 12		0	0	0						
Ungraded		0	0	5	Recent Immigrants - Total Number:					
Total		277	276	263	(As of October 31)		2007-08	2008-09	2009-10	
							4	1	2	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
(As October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	9	7	Principal Suspensions		0	5	TBD	
# in Collaborative Team Teaching (CTT) Classes		19	10	15	Superintendent Suspensions		0	2	TBD	
Number all others		15	21	16						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
(As of October)		2007-	2008-09	2009-10						

				31)	08		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	55	50	37	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	3	15	Number of Teachers	22	21	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	8	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade) (As of October 31)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	77.3	81	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	52.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	95	100	TBD
American Indian or Alaska Native	0.7	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.2	94.7	TBD
Black or African American	5.8	6.2	7.2				
Hispanic or Latino	68.6	67.4	64.3				
Asian or Native Hawaiian/Other Pacific Isl.	6.1	5.1	5.3				
White	18.8	20.7	21.3				
Multi-racial							
Male	51.3	50.7	48.7				
Female	48.7	49.3	51.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)			<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	76.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	10.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	51.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed

X* = Did Not Make AYP Due to Participation Rate Only

◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

We have identified the following trends in our students' academic performance:

Approximately 55% of our students meet, or exceed the NYS standards in both ELA and Math. Our school is a school in Good Standing.

From 2006-2009 Muscota students made steady gains in mathematics, peaking in 2009 with 86% of our students meeting or exceeding standards. Then, in 2010 the overall math achievement of students meeting or exceeding the standards fell to 38%.

A significant number of students progress, make a year worth of growth, from meeting the standards in third grade to exceeding the ELA standards by fifth grade. At the same time, the number of students below and/or approaching the Math standards increase as children move from third to fifth grade.

Our greatest accomplishments are:

Collaborative Community - Parents, teachers and administration are supportive of one another, and all take pride in being part of Muscota. Our shared commitment to maintaining the values and principles of progressive education has ensured a strong arts program and an equal emphasis on the social and emotional well-being of our children.

Professional Learning Communities - Our teachers meet for 90 minutes each week to engage in structured, professional development and to collaborate, share practices, assess students' needs and participate in inquiry work

Child-Centered, Multi-grade Curriculum - All core subjects are emphasized. Our original curriculum is premised on a shared belief that children develop their knowledge, understanding and skills by active engagement. Our curriculum maps incorporate educational field trips, support project based learning and inquiry.

Low Referral Rate - We have significantly reduced our special education referral rate and we are successfully educating students with IEP's in less restrictive environments

The greatest challenge we face is:

Curriculum Coherence - Our emphasis on emerging curriculum and using student interest to drive curriculum, makes it difficult to develop consistent and coherent curriculum both horizontally and vertically across grade. As a result our thematic units are not aligned with each other across a grade level or school-wide K – 5. This leads to gaps when mapping back to grade level standards.

There are significant aids to our continuous school improvement, which are:

Working Together - The new principal, along with teachers and parents, work on behalf of all stakeholders to ensure each student's strengths are developed within an inclusive and caring school community.

Goal Setting and Data Sharing - We are continually refining the consistent and comprehensive way student achievement data is collected, analyzed and reported to parents. Each fall students, teachers, and parents/guardians develop student goals, and in the beginning of spring teachers reflect on student progress via a Narrative Report and revisit the goals that were set, and determine next steps.

Passionate Professionals – We are united around a shared passion for progressive education There is little turnover among our teaching staff. They demonstrate each day that they are life-long learners, reflective practioners, and collaborative partners, always responsive and generous with their time, expertise and materials. Teachers meet regularly to plan, look at student work, and share best practice and engage in inquiry work.

Active Parent Involvement - Our parents are an integral part of the school. Parents equally representing K - 5 freely give their time and share their talents towards improving the school environment and enriching the curriculum.

The significant barriers to our continuous school improvement are:

Sharing Space - We share a campus with a tight footprint, i.e. the building was designed to accomodate one K – 5 school; however, the building currently supports 2 separate schools, one K – 5 and the other K – 8. Therefore, we are limited in how flexible we can be with scheduling and implementing an emerging curriculum.

Instructional Technologies - Muscota lacks a long-range IT plan; to date, investing, or updating technology school-wide has not been strategic or top priority. Thus we are unable to maximize the instructional value of the WWW, or effectively utilize web-based instructional tools to aid or supplement teaching and learning.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June 2011, all student subgroups will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.	Increase student's ability to demonstrate mastery of ELA skills and strategies
<input type="checkbox"/> By <input type="checkbox"/> June 2011, all student subgroups will improve their mathematics performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.	<input type="checkbox"/> Increase student's ability to demonstrate mastery of mathematics skills and strategies. <input type="checkbox"/>
<input type="checkbox"/> By <input type="checkbox"/> June 2011, improve the learning environment for parents, teachers, and students as measured by the Environmental Survey, in particular in areas of communication.	<input type="checkbox"/> Increase communication among staff, students and Muscota community and articulate clear expectations and a strong vision for maintaining a progressive philosophy while raising academic outcomes.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area (where relevant) :	ELA
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By <input type="checkbox"/> June 2011, all student subgroups will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Align literacy curriculum with core standards. Implement 5 rounds of assessments to collect, analyze and use student data to differentiate instruction. Provide professional development in running record assessment, curriculum design, and data driven planning. Increase student time on task and opportunities for literacy learning throughout the integrated curriculum.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> TL per session for data conversation and teacher professional development. Title 1 ARRA/OTPS supplies for leveled library books.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Running records recorded and analyzed 5 times per year. Student reading logs reviewed and analyzed for volume and stamina.</p> <p>Student writing across curriculum.</p>
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<p>Subject Area (where relevant) :</p>	<p>Mathematics</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By <input type="checkbox"/>June 2011, all student subgroups will improve their mathematics performance by <input type="checkbox"/>5% as measured by the New York State Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Align math core standards to TERC program. Design thematic units that provide opportunities to apply grade level math standards.</p> <p>Provide professional development in using student assessment data to create and monitor small group learning plans.</p> <p>Communicate with families regarding grade level math standards and student progress toward mastery of standards.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>TL per session and per diem to communicate student progress to parents in a timely and more frequent way.</p> <p>Title 1 ARRA OTPS for additional mathematics materials ND SUPPLIES.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

TERC assessment will be given and analyzed after each TERC unit of study. Progress toward core curriculum standards will be collected through ongoing student work, DY0 assessments and TERC assessments.

Weekly cohort meetings and data conversations will provide ongoing and timely analysis of individual student progress.

Subject Area (where relevant) :	
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By <input type="checkbox"/> June 2011, improve the learning environment for parents, teachers, and students as measured by the Environmental Survey, in particular in areas of communication.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Increase communication with families around student academic performance. Create clear and consistent guidelines for student assessment data collection, analysis for staff. Create structures to support teacher collaboration to inform parents of student progress. Create school/family contract to increase greater understanding of expectations and consistency for student behavior. Periodic updates on school procedures and initiatives to increase understanding of progressive education and the values that underly it. Articulate Muscota's commitment to progressive education and educate families on its methods and implementation at Coffee with Camille, Saturday Academy, in family folder communications, and/or other venues.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <input type="checkbox"/> Title 1 ARRA parent involvement. TL per session for planning and collaboration. TL OTPS increase technology to promote efficiency in communications.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Family notifications in family folder and e-blasts. • Family involvement and attendance at PA, SLT, family conferences and school events to promote understanding of our mission and values. • Consistent implementation of DOE and Muscota discipline code. • Attendance at events.

- Positive responses on the Learning Environment Survey.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, or social studies.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				3
1	14	28	N/A	N/A		1		4
2	20	23	N/A	N/A		1	1	4
3	20	23	N/A	N/A		1		4
4	32	34	34	32				5
5	23	23	23	23				5
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

Part B. Part B: Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> We have a full-time reading specialist who services our first and second graders in a push-in, pull-out model, using intervention strategies including the reading recovery program. Literacy support is offered within the classroom through targeted small-group instruction (guided reading, word study, Wilson). There is additional academic intervention for ELA during our extended day program using current assessment data. Teachers devise targeted small-group instructional plans based on ongoing authentic assessment data.</p> <p>We have a co-teaching model on second, third, fourth, and fifth grade that allows for individualized instruction, greater monitoring of student progress, and the ability to use varying teaching models and instructional programs throughout the day.</p>
Mathematics:	<p><input type="checkbox"/> Math support is offered within the classroom through targeted small-group instruction (guided math, basic skills instruction, extensions from TERC). There is additional academic intervention for math during our extended day program using current assessment data. Teachers devise targeted small-group instructional plans based on ongoing authentic assessment data.</p> <p>We have a co-teaching model on second, third, fourth, and fifth grade that allows for individualized instruction, greater monitoring of student progress, and the ability to use varying teaching models and instructional programs throughout the day.</p>
Science:	<p><input type="checkbox"/> The Foss program is integrated into the curriculum and is a hands-on, exploratory program. Students in need of additional support are provided opportunities for reteaching and targeted instruction through peer mentoring, small group guided instruction, and differentiated assessments.</p> <p>We have a co-teaching model on second, third, fourth, and fifth grade that allows for individualized instruction, greater monitoring of student progress, and the ability to use varying teaching models and instructional programs throughout the day.</p>
Social Studies:	<p><input type="checkbox"/> A standards based social studies curriculum that is integrated into the curriculum and is a hands-on, exploratory program. Students in need of additional support are provided opportunities for reteaching and targeted instruction through peer mentoring, small group guided instruction, and differentiated assessments.</p>

	We have a co-teaching model on second, third, fourth, and fifth grade that allows for individualized instruction, greater monitoring of student progress, and the ability to use varying teaching models and instructional programs throughout the day.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> All children in need of at-risk counseling have opportunities for peer mediation, small group learning opportunities to improve socialization, anger management, and conflict resolution. Services are provided within the classroom, outside the classroom, and during lunch. <input type="checkbox"/>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Both the psychologist and the social worker do classroom observations and provide the teacher with support and feedback as needed. They brainstorm strategies with the team as to how best meet the child's needs. They create and implement behavior modification plans.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> See above (psychologist).
At-risk Health-related Services:	<input type="checkbox"/> The nurse provides classroom lessons on germs, transmission of the flu, asthma, checking for lice, and other important topics.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s): K-5

Number of Students to be Served:

LEP 35

Non-LEP 225

Number of Teachers 3

Other Staff (Specify) 4

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program - *Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.*

The Muscota New School is a K-5 school where the developmental profile of the student is the guiding force in instructional and curriculum planning. We strive to teach the whole child, working from a child's strengths, building on interests, with emphasis on group learning and inter-age support. Our student body is constructed to reflect the diversity of language and culture that defines our city. The instructional program in all classes uses a hands-on approach to learning; children learn through active investigation with materials and ideas. Although vocabulary development and improved communication skills are a natural outcome from our curriculum design, ELLs need additional support to master the conventions of English writing, reading, speaking, and listening, on both a social and academic level.

ELL Literacy through Songwriting After-School Program

Approximately 10 (ten) students in grades 3 -5 will be given additional language instruction after school in our *ELL Literacy through Songwriting After School program*. All ELLs in testing grades will participate in this course to create a space that is engaging for those ELL students who need the extra support. The class is taught in English but students are encouraged to write songs, if they wish, in their home language as well. The language of instruction is English, with native language support (Spanish) as needed. Students are encouraged as well to incorporate the language and content from their class curriculum. We chose to implement a high-motivation subject as a medium for language instruction so that ELLs in these grades could become excited about writing and motivated about writing. Students in this class learn to play guitar, compose songs, practice, revise and publish their songs, learn the songs of other students, practice their peers' songs and adapt the writing practices which occur in the real-world, i.e. music industry setting. Each class sees students practicing in the four modalities scored on the NYSESLAT. The class is team taught by our ESL teacher a long-time guitarist and educator. This program will be implemented for 12 weeks, 2 hours per week, on Wednesdays, 3 - 5PM, March 2010 – June 2011. Guitars were purchased last year for the class in order for students to play the songs studied, written and practiced in the literacy program. Additional instructional materials supportive of language and literacy development and acceleration, including multiple sources of text both fiction and non-fiction, will be used at no cost as these materials are already present in the school.

Spring Saturday ELL Academy

Our 30 ELL students, K – 5, will participate in a Saturday ELL Academy focused on ESL and Math instruction, for 8 Saturdays, 2 (two) hour sessions, (March and April 2011). 5 teachers (2 certified ESL teachers and 3 classroom teachers) will provide ESL and Math instruction via targeted small group instruction by grade level. Students will receive ESL instruction based on their individual needs, as per conferencing notes, running records, student work and teacher observations as well as NYSESLAT and NYS ELA and Math scores. Our school data indicates the need for accelerating ELLs achievement in Math in addition to their development of academic English. Materials purchased to support this program will include instructional materials and consumables such as: test prep, academic games, books for our professional library and listening center materials, chart paper, markers and notebooks. A supervisor will be paid by Title III funds to supervise the Saturday Academy.

Professional Development Program - Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

On Monday afternoons from 4:30 – 6:00 p.m. professional development session will be offered. The focus will be Curriculum Mapping, Unit Planning and Aligning our Thematic Units of Study to NYS ELL Standards and the Common Core State Standards (CCSS). This study group will be facilitated by our Principal Intern, Nicky Kram Rosen. Our ESL teacher will make sure that ESL best practices, strategies and methodologies will be incorporated with our K – 5 Units of Study. In addition, our ESL teacher is participating in our Network's ELL Inquiry Team comprised of elementary school ESL teachers with in our CFN. Their focus is on upper elementary school ELLs who require extension of services because they have not reached proficiency on the writing section of the NYSELAT.

Section III. Title III Budget

School: 06M314

BEDS Code: 310600010314

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	11068	<input type="checkbox"/> Literacy through Song Writing After School Program 1 teacher x 12 wks/sessions x 2 hrs @ \$41.98 = 1,008 1 supervisor x 12 wks/sessions x 2 hrs @ \$51.21 = 1,248 Saturday ELL Academy 2 ESL and 3 classroom teachers x 8 wks x 2 hrs @ \$41.98 = 3,360 1 Supervisor x 8 wks x 2 hrs @ \$51.21 = 832 Title III Study Group 14 sessions x 1.5 hours x 4 teacher @ \$41.98 = 3,528 14 sessions x 1 supervisor x 1.5 hrs @ 51.21 = 1,092
Purchased services High quality staff and curriculum development contracts	0.00	<input type="checkbox"/> We will not be purchasing outside services.
Supplies and materials Must be supplemental; Additional curricula, instructional materials; Must be clearly listed.	2432	<input type="checkbox"/> 70 Kaplan test sophistication books in ELA and Math @13.95 2 Audio libraries @ 363.00 Class set of dictionaries 360.00 Consumables such as chart paper, markers 369.50
Educational Software (Object Code 199)	1000	<input type="checkbox"/> Imagine Learning English Software
Travel	0.00	<input type="checkbox"/> We will not require travel expenditure.
Other	500	<input type="checkbox"/> Parent Engagement
TOTAL	15000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

According to the Home Language Survey, Muscota has found that 10% of the parents speak Spanish only. Within the first 30 days of student's enrollment, Muscota determines the primary language spoken by the parent of each student. If the language is not English, the school will determine whether the parent requires language assistance in order to communicate effectively with the school. The school maintains a current record of the primary language of each parent and stores information in ATS and on the student emergency card.

To ensure that all parents are included in the school community, all communications are made in English and Spanish. Written communications include but are not limited to centrally and regionally produced critical communications, student specific critical documents, school events memos, translated homework instructions, messages from the principal, and communications from Chancellor Klein. The staff at Muscota is also reflective of the needs of the community. Muscota has a bilingual parent coordinator, psychologist, and large percentage of support staff. Over half of the members of Muscota faculty are bilingual and many have ELL training and their bilingual extension certificate. The large percentage of bilingual personnel ensures that families have access to verbal communication with the school. To clarify, centrally and regionally produced critical communications include: registration forms, standards and performance such as report cards, conduct and safety information, special education information, and transfer or discharge forms. Student specific critical documents include student-specific information regarding health, safety, legal or disciplinary matters, entitlement to public education or placement in Special Education, ELL, or non-standard program, and permission slips/consent forms. Informal communications, such as notices of events and meetings, are provided in both English and Spanish. Our phone system has an outgoing message in both English and Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. All communication, workshops and services critical to the children's education must be provided in Spanish. PA meetings and curriculum night addressed the school community need for translation services to ensure meaningful opportunities to participate in and have access to programs and services for all our families.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We plan on meeting our written translation services goals by using our bilingual personnel and also ordering outside resources. On a school wide level, Muscota will allow ample time for in-house school staff to translate school communications. These notices will build a strong base for communicating upcoming school events and important announcements. During parent workshops, Spanish resources will be available to assist in our family literacy initiative and also offer more resources to these families. These will be ordered from an outside vendor. Lastly, on a class level, the ESL teachers have the capacity to use their bilingual skills to make daily communications, homework assignment directions, and all other classroom communications in both English and Spanish.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

To meet the oral interpretations services goals, Muscota will use their in-house school staff to meet the needs described in Part A. During parent workshops and schoolwide events, a translator (in-house staff member or parent) will be present to assist in all communications. During parent conferences, ESL teachers who have Spanish-speaking skills will be able to use those to assist with any language barriers. When the teacher cannot directly serve as a translator himself or herself, other in-house staff will be available for translation (parent coordinator, ESL support staff).

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Muscota is responsible for providing each parent whose language is not English with written notification of their translation and interpretation services rights. These notifications will be made in appropriate languages. Parent communication in an appropriate language is also part of Muscota's parent handbook and school safety plan. Procedures will be established so that parents in need of language assistance may communicate with school administrative offices without language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	na	199,133	199,133
2. Enter the anticipated 1% set-aside for Parent Involvement:	na	1,998	1,998
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	na	*	
4. Enter the anticipated 10% set-aside for Professional Development:	na	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : *In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental*

involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

To foster the relationship between home and school, The Muscota New School, P.S. 314, welcomes parents in its classrooms, halls, and shared spaces as helpers, friends, instructors, observers, fund-raisers, and decision-makers. We believe, and research supports, that parent involvement in our school directly benefits our children's academic achievement.

- Parents hold positions on the School Leadership Team, all hiring committees, capital-improvement committees, Safety Council, and Title I Parent Advisory Councils.
- Parents are welcomed in all classrooms every day to help with instruction, organization, chaperoning fieldtrips, or whatever the teacher may need. Parents make every effort to keep their classroom presence non-intrusive, helpful, and appropriate to the given situation. Parents rely upon teachers for guidance in appropriate methods of interaction with the children.
- The school encourages parents to become trained school volunteers through Learning Leaders.
- Parents may attend weekly Town Meetings, all-school events such as the ice-skating trip, Pi Day, Mini-Mall, Field Day, and the Orchard Beach trip.
- The Parent Association holds at least one meeting per month at which parents may plan upcoming events and discuss our goals and concerns for the school and for our children's education. The PA aims to keep a receptive atmosphere at all meetings so that parents feel free to voice concerns.
- The PA organizes events to strengthen the Muscota community and to fund-raise for special programs and projects.
- PA subcommittees meet frequently at school and with teachers to work on event and project planning, goal-setting, and fund-raising.
- Our Parent Coordinator attends PA meetings and serves as liaison between parents and the school. She sends a calendar at the beginning of the year and a monthly reminder of upcoming events and parent responsibilities.
- The school offers workshops for parents in topics such as: literacy, art, sexuality, progressive education, the various state and city accountability systems.
- The school hosts a curriculum night early in the year so that parents may meet with their child(ren)'s teacher(s) and other classroom parents and understand the goals for the year and ways they may support those goals.
- Teachers provide written and verbal progress reports five times per year to keep parents informed of their children's progress:
 - Twice a year, parents accompany their children to Family conferences and develop their own goals for their child's learning. This is a time for celebrating the child and his or her work. Teachers regularly meet or hold phone conversations with parents about specific concerns that should be addressed before or outside of the Family Conference context.
 - Twice a year, teachers provide a written narrative that describes in detail the child's work on each of the classroom's curriculum areas.
- All school communications will be sent home in children's bookbags in a timely manner. The school uses the phone-messaging system for crucial or emergency communications. Additionally, an email database is maintained so that appropriate announcements may be reiterated. It is not used as the sole means of communication.

- The PA also puts announcements in bookbags, sends eblasts, and uses the phone-messaging system when necessary. The PA also maintains a website, www.muscota.org, including a calendar with school activities, closings, test dates, half-days, and other time-sensitive information.
- The school and the PA make every effort to translate all communications.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.



I have received a copy of the **Discipline Code** and **Bill of Student Rights and Responsibilities** and understand the behavior that is required of my child.

I understand that my participation in my child's education will help him/her be successful in school.

I have read this agreement and I will carry out the following responsibilities to the best of my ability.

- *Encourage my child to be a respectful and peaceful member of the school community.*
- *Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child.*
- *Participate in parent conferences, class programs and other activities in which my child is involved.*
- *Assure that my child will arrive at school on time everyday.*
- *Provide a quiet place for my child to his/her homework.*
- *Spend at least 15 minutes per day reading with my child.*
- *Listen to my child retelling of his/her school day experiences.*
- *Provide the school with current telephone numbers and emergency contact information.*
- *Alert the school if there are any significant changes in child's health or well-being that affects his/her ability to perform in school.*

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Based on the Learning Environment Survey, we need to develop and maintain rigorous and meaningful academic goals that encourage students to do their best. We need to create better systems and structures to offer appropriate feedback on each student's learning outcomes. In math, we need to increase the percentage of students meeting and exceeding the standards on all grades. We need to decrease the percentage of students scoring a Level 1.

In ELA, we need to increase the percentage of students meeting and exceeding the standards on all grades. We need to decrease the percentage of students scoring a Level 1.

We need to develop a consistent and coherent curriculum aligned to core standards.

We need to improve our internal accountability measures better to reflect performance on the state test.

We need to align our expectation of performance and competencies with the performance on standardized state tests.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- We will create a consistent and coherent curriculum designed around the core standards,
- We have an integrated co-teaching model in grades 2/3 and 4/5.
- We have five rounds of data collection to support targeted instruction
- We will offer professional development to improve teacher's ability to use data to drive instruction and differentiate learning opportunities.
- We will provide targeted reading intervention for students in first and second grade using reading recovery
- We supplement TERC math program with teacher created curriculum designed to increase student mastery of basic skills.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- We will provide six Saturday Academy programs on core curriculum subjects and test prep.
- PA events will promote community building to strengthen the family/school partnership five times a year.
- We will plan a program aimed at extending the school day both in the morning and afternoon and on weekends for next year.
- We offer an extended day program that includes integrating the arts into the curriculum.

Help provide an enriched and accelerated curriculum.

Muscota's base curriculum is challenging, rigorous and rich, with hand-on learning projects to encourage independent thinking. We are committed to on-going authentic assessment and data collection so we can differentiate the instructional strategies to meet the needs of each child. We integrate our most at-risk children into the same high-level learning experiences and rich, authentic curriculum that provides opportunities for creative problem-solving and challenging thinking.

Along with academic achievement and building successful social relationships, children have regular experiences in various arts disciplines including Visual Arts, Drama, Dance, and Music.

Visual Arts

All Muscota students receive weekly class instruction with our full time Art teacher, Maggie DiGrazia. Classes take place in a dedicated art room to provide students with the studio experience as well as in the classroom. Students use various media to express themselves including recycled materials, paper-mache, pottery, and drawing to learn to express themselves and develop an Art vocabulary.

Drama

Drama at Muscota is a balance between playwriting and performance. All students are expected to write and perform in a play every year. Students' work culminates in the 4th and 5th grade, when they write and submit original 5-scene plays to the "Write A Play!" playwriting competition administered by Young Playwrights Incorporated and sponsored by Stephen Sondheim. Since 2002, Muscota students have been recognized as exceptional playwrights. The Bard Club is another opportunity for 5th graders to perform works of William Shakespeare in preparation for the NYC Student Shakespeare Festival. We also collaborate with The Women's Project Theatre (2/3) and New Perspectives Theatre Company.

Dance, Movement, and Physical Education

Movement of the body is an important element to children's learning at Muscota. While there is no dedicated Physical Education teacher, Muscota teachers incorporate movement and physical exercise into the students' work and utilize the gym and the play yard once a week for organized games.

Kindergarten and 1st grade teachers and their students participate in The New York Roadrunners Club Mighty Milers program. Distance goals are discussed at the beginning of the year and children walk and run as a group over the course of the year while tracking their mileage.

Our partnership with the Joyce Theater provides opportunities for students to see dance performances by artists like Savion Glover, Merce Cunningham, and Ballet Hispanico. Participating classroom teachers from the 2/3 cohort are required to attend professional development provided by the Joyce Theater, to teach the history, meaning, and appreciation for this art form to the students. Our teaching artist, Susan Thomas, works with the children and teachers to help them prepare for the dance performance.

Music

While there is no formal Music program at Muscota, our community of staff and parents strive to include music in the daily life of our students. Children sing together regularly in their classrooms, with other classes on the yellow steps, and during Town Meeting. We come together in song to celebrate United States history (freedom and protest songs), milestones such as birthdays and graduation (Moving On Ceremony), and the uniqueness of Muscota (our school song). In addition to weaving music into our school's daily life, we include more formal music instruction for our students through Guitar club, and most recently Academic Music Seminar, a music program offered by a non-profit organization dedicated to bringing free, interdisciplinary music programs to public schools in Northern Manhattan.

Salvadori

Our work with the Salvadori Center, based at The City College of New York (CUNY) continues this year, with several teachers becoming teacher/mentors to newcomers to the program. Through our work with engineers and architects at Salvadori, students have studied bridges, skyscrapers, the ways in which early settlers and Native Americans built their homes, and have demonstrated their learning through writing, drawing, and building. This year, classes have already begun to read, interpret, and construct maps; even creating 3D maps of classrooms. Muscota is one of Salvadori's Globe Schools.

Meet the educational needs of historically underserved populations.

We have a pattern of service that includes a co-teaching model in second through fifth grades. They are integrated into our classrooms that includes curricula that promote the higher-order thinking instruction. We monitor student progress through a variety of measure that allow us to target instructional needs and remediate any academic deficits. We promote a strong parent/school partnership through events, workshops, and welcoming parents to volunteer in the classroom and during out-of-classroom time. Teachers collaborate weekly using the descriptive review process and other authentic measure to share best practices, develop intervention plans, and improve their practice.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Muscota's base curriculum is challenging, rigorous and rich, with hand-on learning projects to encourage independent thinking. We are committed to on-going authentic assessment and data collection so we can differentiate the instructional strategies to meet the needs of

each child. We integrate our most at-risk children into the same high-level learning experiences and rich, authentic curriculum that provides opportunities for creative problem-solving and challenging thinking.

Are consistent with and are designed to implement State and local improvement, if any.

Muscota aligns the core standards with the standards most assessed on state ELA and math assessments. Teachers regularly reflect and revise thematic units and curriculum studies to ensure they meet the standards for state and local improvement.

3. Instruction by highly qualified staff.

100% are highly qualified. Teachers are encouraged to get ESL and Special Education extensions on their licenses so that all Muscota faculty can share the responsibility for all student learning.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All Muscota staff participate in:

- weekly cohort meeting to analyze student data, plan curricula, and share best practices.
- Network and DoE professional development workshops.
- Collaborative Inquiry work using the descriptive review process and DoE inquiry protocol.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We use community outreach and a rigorous hiring process to find qualified staff committed to participation in the neighborhood and school system.

6. Strategies to increase parental involvement through means such as family literacy services.

- Parents hold positions on the School Leadership Team, all hiring committees, capital-improvement committees, Safety Council, and Title I Parent Advisory Councils.
- Parents are welcomed in all classrooms every day to help with instruction, organization, chaperoning fieldtrips, or whatever the teacher may need. Parents rely upon teachers for guidance in appropriate methods of interaction with the children.

- The school encourages parents to become trained school volunteers through Learning Leaders to participate in lunch and recess monitoring.
- Parents may attend weekly Town Meetings, all-school events such as the ice-skating trip, Pi Day, Mini-Mall, Field Day, and the Orchard Beach trip.
- The Parent Association holds at least one meeting per month at which parents may plan upcoming events and discuss our goals and concerns for the school and for our children's education. The PA aims to keep a receptive atmosphere at all meetings so that parents feel free to voice concerns.
- The PA organizes events to strengthen the Muscota community and to fund-raise for special programs and projects.
- PA subcommittees meet frequently at school and with teachers to work on event and project planning, goal-setting, and fund-raising.
- Our Parent Coordinator attends PA meetings and serves as liaison between parents and the school. She sends a calendar at the beginning of the year and a monthly reminder of upcoming events and parent responsibilities.
- The school offers workshops for parents in topics such as: literacy, art, sexuality, progressive education, the various state and city accountability systems.
- The school hosts a curriculum night early in the year so that parents may meet with their child(ren)'s teacher(s) and other classroom parents and understand the goals for the year and ways they may support those goals.
- Teachers provide written and verbal progress reports five times per year to keep parents informed of their children's progress:
 - Twice a year, parents accompany their children to Family conferences and develop their own goals for their child's learning. This is a time for celebrating the child and his or her work. Teachers regularly meet or hold phone conversations with parents about specific concerns that should be addressed before or outside of the Family Conference context.
 - Twice a year, teachers provide a written narrative that describes in detail the child's work on each of the classroom's curriculum areas.
- All school communications will be sent home in children's bookbags in a timely manner. The school uses the phone-messaging system for crucial or emergency communications. Additionally, an email database is maintained so that appropriate announcements may be reiterated. It is not used as the sole means of communication.
- The PA also puts announcements in bookbags, sends eblasts, and uses the phone-messaging system when necessary. The PA also maintains a website, www.muscota.org, including a calendar with school activities, closings, test dates, half-days, and other time-sensitive information.
- The school and the PA make every effort to translate all communications.
- Parents are equal participants in Saturday Academy.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We continue to increase communication with our neighboring early childhood programs to support a smooth academic and social transition to kindergarten.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Muscota teachers meet in grade cohorts to create and analyze student assessments. Staff meetings are devoted to building consensus around school-wide math, reading, and writing continuums. Through peer mentoring and inquiry work teachers collaborate to improve student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Muscota has implemented a school-wide systematic way to assess students. All teachers use running records, book logs and writing samples to assess students' progress. That information is collected every eight to ten weeks, analyzed, and used to modify curricula, develop instructional plans, and report to parents. Through a model of small group instruction, peer mentoring, and our extended day program, children are given additional targeted instruction to meet their needs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We send children to federally funded mental and physical health clinics.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students. Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are "Conceptually" ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			x		NA	
Title I, Part A (ARRA)	Federal	197,142				X	P14-16 P.20-24
Title II, Part A	Federal	202,387				X	P14-16 P.20-24
Title III, Part A	Federal	15,000				X	P14-16 P.20-24
Title IV	Federal			x		NA	
IDEA	Federal	61,229				x	P14-16 P.20-24
Tax Levy	Local	1,285,722				x	P14-16 P.20-24

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: 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.) = 0
2. Please describe the services you are planning to provide to the STH population. N/A

Part B: 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). = 0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network. = N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_06M314_020311-020144.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster N102/CL01	District 06	School Number 314	School Name Muscota New School
Principal Camille Wallin	Assistant Principal N/A		
Coach N/A	Coach N/A		
Teacher/Subject Area Eric Nolan	Guidance Counselor Dr. Michael Fox		
Teacher/Subject Area	Parent		
Teacher/Subject Area	Parent Coordinator Denise Rodriguez		
Related Service Provider Jackie Meyerer	Other		
Network Leader Alison Sheehan/Joe Cassidy	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	20

C. School Demographics

Total Number of Students in School	260	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	12.31%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. HLIS is administered by our Parent Coordinator via informal oral interview. Depending on the survey results, the student is then given the LAB-R or not. If the student passes the LAB-R, s/he does not require ELL services. If the student does not pass the LAB-R, s/he will receive mandated ELL service for at least the current academic school year. The LAB-R is given and scored by our ESL teacher. If there are students who do not score above the cut score, and the HLIS indicates the family's home language is Spanish, the child will be given the Spanish LAB shortly thereafter. The NYSESLAT is given in the spring and administered by our ESL teacher. Testing is conducted with small groups of students within a grade, and each modality is tested over a period of several days.

2. Parents understand the three choices available in the NYCDOE to receive mandated ELL services. This information is shared during our parent orientation, and the letters are sent home in English and in their native language, when available by the Department of Education, explaining the same. We typically conclude this work in early October

3. If a form is not returned, our Parent Coordinator and/or school aide will call to follow up.

4. Students are provided ESL instruction and supports based upon their score on the LAB-R. Parents are presented with a letter informing them of their child's entitlement and score received. The information is in both English and in family's native language, when available. Parents have the opportunity to ask questions during the parent orientation in the Fall.

5. The trend over the past few years is for parents to elect ESL to fulfill the ELLs' mandated service.

6. Our program model is aligned with our parents' preference over the past three years.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	5	7	6	9	5								33
Total	1	5	7	6	9	5	0	0	0	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	21			12							33
Total	21	0	0	12	0	0	0	0	0		33

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	6	5	7	5								28
Chinese														0
Russian					1									1
Bengali					1									1
Urdu														0
Arabic		1		1										2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	1	5	7	6	9	5	0	33						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Freestanding English as a Second Language

- a. Organizational model: Pull-Out
 - b. Groupings: mixed grade, i.e. K/1, 2/3 & 4/5; students are heterogeneously grouped, by proficiency level.
2. A majority of the ESL instructional minutes are delivered during a double period block, i.e. two (2) 45 minute periods; 90 minutes, whenever classroom teachers' schedules permit.
3. Grade-level, Common Core standards-based content and skills are delivered in English using research-based ESL methodologies.
4. The ESL teacher differentiates instruction for students depending on their language proficiency level and special education status. Newcomers do intensive balanced literacy activities via learning centers: reading, writing, listening and speaking as well as targeted whole group instruction and interdisciplinary, thematic units.
- a. We do receive SIFE students as we are a non-zoned, limited unscreened school and only provide ESL. Therefore, our BEO directs all OTC SIFEs to other sites in District 6 with well developed programming and services for such students in our community, i.e. Harbor Heights Academy.
 - b. We have two ELLs who have been in the country for less than three years, a brother and sister. The brother is in 1st grade and the sister is in fifth grade. Both students receive 360 minutes of ESL instruction. The brother, the 1st grader, receives 180 minutes with a heterogeneous group of first grade students and 90 minutes of targeted, homogeneous small group instruction with an additional Beginner. The sister is in fifth grade and receives ESL instruction with 2-3 additional upper elementary school students via small group, targeted instruction. She works on content and skill building via learning centers as well as specific test prep support using ESL methodologies.
 - c. Our Long-Term ELLs require extra support in writing so the ESL teacher engages students in appropriate writing strategies that scaffold important concepts and understandings, and he also provides students many opportunities to practice and reinforce the learning with specific writing activities, prompts, use of exemplars and clear & simple rubrics.
 - d. The ESL teacher uses similar instructional methods with students who have been receiving services for four to six years. Read aloud and shared reading texts become more difficult, as students are now able to decode and comprehend on a higher level. Students will delve more deeply into English syntax and grammar and will write longer pieces of writing, both narrative and non-narrative. Vocabulary instruction will be at a higher level.

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

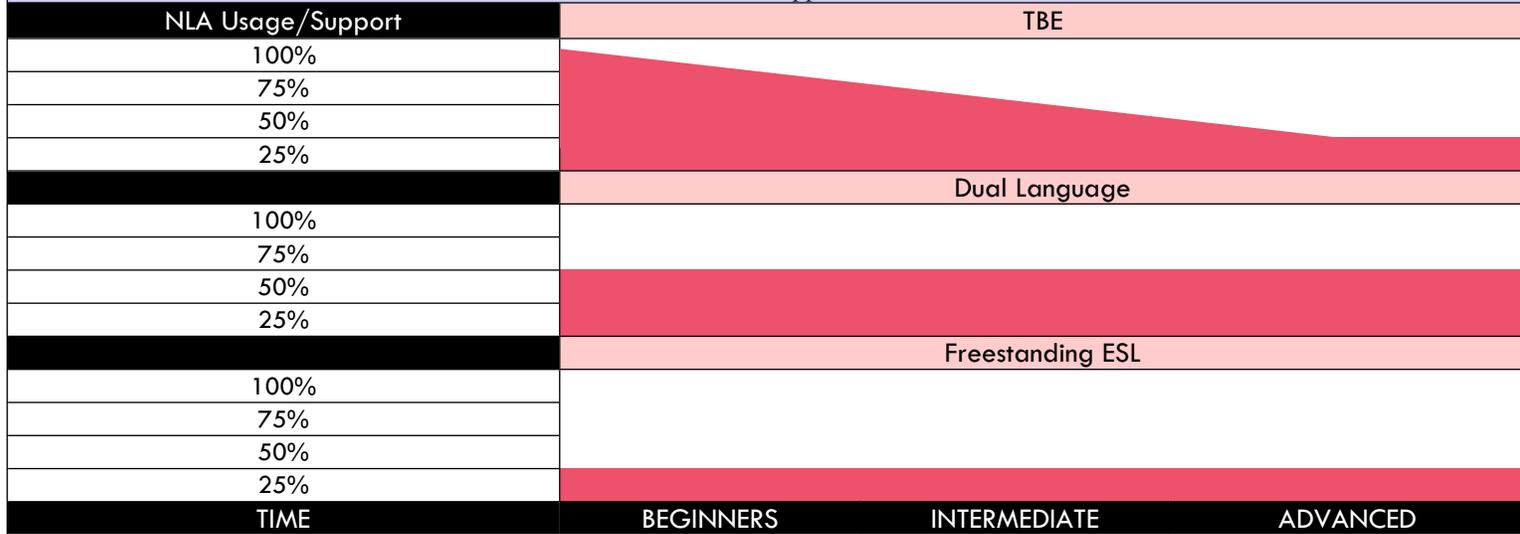
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. One way we provide targeted intervention for students identified as having special needs in K - 3 is scheduling additional small group instruction with our reading specialist. She ensures basic concepts are scaffolded, practiced and mastered as she moves then from one reading level to the next. She introduces easy strategies for these students follow and make progress towards higher reading levels. The ESL teacher reviews IEPs for ELLs that are special education students and modifies her instruction as needed. For instance, she will develop flashcards and picture cards for students who have difficulty committing concepts to memory. She will use timers for students who have difficulty remaining on task. She provides significant scaffolding to help students work independently in writing.

6. Students who require additional support/intervention also attend PS 314's Extended Day program (120 minutes a week after school). Instruction is entirely in English and is appropriately scaffolded for students depending on their language needs. Classroom teachers, or the ESL teacher provide these additional intervention services. Classroom teachers enlist the help of the ESL teacher to offer transitional support to students who reach English proficiency. Several of these students continue to participate in Advanced ESL groups based on parent, student and teacher Family Conference. Students may receive push-in support when the ESL teacher is available.

7. This year we are developing rich learning centers that focus on specific areas that students need additional practice and support. The ESL teacher has developed an original unit of study that incorporates music, both singing and song writing, which he will be formalizing in addition to designing additional original thematic units that are aligned to grade level standards and themes being addressed by the students' classroom teachers. The Pull-Out ESL program will not only differentiate, but offer an engaging and enriched curriculum with variety and linked to real-world experiences and products.

8. This year there will be less whole group instruction and one-size fits-all activities. These instructional strategies have not helped our ELLs gain proficiency nor accelerate their progress.

9. All the ELL students at PS 314 are afforded access to all school programs, i.e. extended day, after-school programming, drama & art programming.

10. We will be working this year to incorporate the use of laptops during classroom instructional time. We are currently investigating the use of appropriate instructional technology to support our goals and objectives.

11. Very few PS 314 students require native language support. The ESL teacher is bilingual, i.e. a fluent Spanish speaker, and provides support when necessary. Spanish books are also available for families to check out and use at home to support bi-literacy. In addition several staff members are also biliterate and provide support and assistance as needed.

12. Yes.

13. All correspondences from the school, prior to the start of school, regarding activities available to the whole student body are in English and Spanish. All students are equally welcome and have equal access. When the school is concerned that a language barrier may be an issue for a student and his/her family, our Parent Coordinator reaches out and assists the family to engage in any/all beginning of year activities.

14. N/A

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. This year our ESL teacher has been included in all CFN ELL Liaison professional activities and has been signed up to receive email blasts from the NYC DOE Central Sped/ELL Dept. In addition, he is participating in individualized coaching sessions each week with one of the PS 314 Aspiring Principals, and he is creating weekly action plans based upon professional readings and then he has requested targeted feedback in order to reflect and revise.

2. Through the Middle School Choice process classroom teachers will work with the ESL teacher, each family and the MS Choice Liaison to identify and rank appropriate middle school programs.

3. Our professional development this year is focused on assessment and the Common Core Standards and the above time will be allotted throughout the year to address the specific needs, concerns and research-based strategies for supporting the achievement and progress of our ELL students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent involvement is highly valued and encouraged at PS 314. We have an active Parent-Teacher Association whose members regularly assist in classrooms and volunteer in the school. In addition, families are invited into the school each Wednesday morning 1st period to participate in Town Meetings, and translation is always provided when the need is identified. Parents, both native and non-native English speakers, are members of our School Leadership Team, and parents of ELL students, along with non-ELL parents, are always welcomed and invited to attend these meetings. Finally, the PS 314 principal hosts a monthly "Coffee with Camille," where she discusses and addresses specific academic and parenting concerns.

In addition, when school hosts meetings Spanish-speaking parents are always provided a translator, which is most often another parent, a school aide and/or our Parent Coordinator. This way we do not have to contract with outside agencies to provide this service at meetings; the school identifies the needs of ELL parents, and then Muscota families and staff constantly reach out to get to know these families and make them feel equally valued and integral to the Muscota community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		5	2	3										10
Intermediate(I)			4	2	3	2								11
Advanced (A)	1		1	1	6	3								12
Total	1	5	7	6	9	5	0	0	0	0	0	0	0	33

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I		2											
	A		1	4	2	1								
	P		2	3	4	8	5							
READING/ WRITING	B		5	2	3									
	I			4	2	3	2							
	A			1	1	6	3							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	7			9
5	4	1			5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		7						9
5			5						5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2				2		1		5
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5					1				1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses several assessment tools to assess the early literacy skills of our ELLs. We administer the DRA in September and again in May, the Words Their Way spelling assessment in October, March and June. In addition a new writing rubric aligned to the new Common Core Standards will be used to evaluate students writing progress on several types of writing: persuasive, narrative, informational, and creative. Both classroom teachers and the ESL teacher use anecdotal observations and DYO descriptive observational sheets to record qualitative growth in the students' academic and social language proficiency. Knowing where our ELL students stand in literacy—as well as in math and the sciences—give us timely information and thus a relevant opportunity to meet them at their level and supply appropriate instruction, specific scaffolding, and effective differentiation.

2. Students moving from K to first grade tend to drop from their initial LAB-R result of Advanced to Beginner, which might be no more than a difference in the two separate assessments (LAB-R and NYSESLAT). Students that are now in second and third grade tend to stay at the Beginning and Intermediate levels; however, one student became proficient and another came close. In fourth and fifth grade the majority of our ELL students who have not yet scored proficient are at the Advanced level.

3. A quick glance across the modality results of the NYSESLAT show that our students need work in writing, but upon further inspection it is clear that there is need in the other three modalities as well. This is why we will develop a listening center and a buddy reading center to further engage students and improve their writing through reading, speaking and listening.

5. N/A

6. Every year our Language Allocation policy is reviewed upon receipt of PS 314's NYSESLAT data, as well as upon enrollment of new ELL students. It is reviewed in conjunction with the CEP to ensure that we are meeting the needs of our ELL population. Meetings throughout the year with our Parent Coordinator, Principal, classroom teachers, and parents of ELLs ensure that we are moving this particular population toward proficiency in English.

Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Camille Wallin	Principal		
	Assistant Principal		
Denise Rodriguez	Parent Coordinator		
Eric Nolan	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Dr. Michael Fox	Guidance Counselor		
Allison Sheehan	Network Leader		
Jaclyn Meyerer	Other <u>Related Services</u>		
	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Muscota					
District:	6	DBN:	06M314	School		310600010314

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.6	93.3	93.0
Kindergarten	51	45	44				
Grade 1	50	47	44	Student Stability - % of Enrollment:			
Grade 2	46	41	42	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	48	47	46		93.8	98.5	96.5
Grade 4	43	43	46				
Grade 5	38	35	31	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		44.1	56.5	62.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	4
Grade 12	0	0	0				
Ungraded	0	5	5	Recent Immigrants - Total Number:			
Total	276	263	258	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	9	7	11	Principal Suspensions	0	5	6
# in Collaborative Team Teaching (CTT) Classes	10	15	18	Superintendent Suspensions	0	2	0
Number all others	21	16	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	22	21	20
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	50	37	TBD				
# ELLs with IEPs	3	15	TBD	Number of Administrators and Other Professionals	8	8	5

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.3	81.0	85.0
				% more than 5 years teaching anywhere	50.0	52.4	60.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	100.0	100.0
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers	84.2	94.7	100.0
Black or African American	6.2	7.2	8.9				
Hispanic or Latino	67.4	64.3	62.8				
Asian or Native Hawaiian/Other Pacific	5.1	5.3	3.9				
White	20.7	21.3	23.3				
Male	50.7	48.7	46.5				
Female	49.3	51.3	53.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	50.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	1.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf