



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MUSCOTA NEW SCHOOL P.S. 314

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M314

PRINCIPAL: CAMILLE WALLIN **EMAIL:** CWALLIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Camille Wallin	*Principal or Designee	
Erin Ormand	*UFT Chapter Leader or Designee	
Margaret Peeler	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Dayna Beegun	Member/Teacher	
Marian Brady	Member/Teacher	
Jackie Meyerer	Member/Teacher	
Lesia Wilder	Member/Teacher	
Cari Fershing	Member/Parent	
Wilma Leon	Member/Parent	
Josh Liveright	Member/Parent	
Troy Schremmer	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2012, math proficiency will increase by 3% in grades 3, 4, and 5, as measured by New York State exam.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- 13% of all students in grades 3-5 achieved a level 1 on the New York State exam.
- 46% of all students in grade 3-5 achieved at level 2 on the New York State exam.
- When compared to our peer schools in math, our students were at the bottom of the peer group for percentage of students at level 3 and 4 and average student proficiency.

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups
 - School wide focus on number and operations, fractions and math vocabulary development
 - Common intervention blocks that include small group targeted instruction via the rotation model
 - Tier II Intervention: lunchtime and after school programs facilitated by the Guidance Counselor and ESL teacher to build confidence and resiliency
 - Math team will collaborate to create math pre and post assessments aligned to all domains of the CCLS
 - PD to support teacher ability to create rigorous tasks with a high thinking demand, by using the depth of knowledge matrix
 - PD to support school wide implementation of TERC Investigations K-5
 - Regularly assigning and reviewing homework that reinforces math skills
 - Teachers, with the support of the Aspiring Principals, collect and analyze student math data to identify professional development needs
 - Common planning time for teachers two times a week
 - Vertical teams as part of an inquiry cycle will examine student work, identify gaps in student understanding, and revise curriculum units of study

b) staff and other resources used to implement these strategies/activities

- Math content specific trade books for each classroom
- IPADS and web based math intervention programs
- Intervention programs: VMath Live, Boys Council and Girls Circle
- ESL teacher pushes in during math blocks
- SETTS teacher pushes in for math rotation
- Guidance Counselor and ESL teacher facilitate student programs for emotional and social development

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Weekly, inquiry based, grade specific cohorts and vertical team meetings to identify gaps in student learning, plan and create lessons, analyze assessments, and plan implementation of support services needed to address those needs
- Inquiry based, bi-monthly Intervention Team meetings to discuss specific needs of students and determine modes of intervention based on supportive data
- Weekly School Based Support Team meetings to communicate needs of students in regards to tier III interventions, student goals and assessments
- Monthly SLT to review the assessments used to evaluate student learning
- Teacher created, grade specific meeting to develop and implement integrated curriculum maps with comprehensive project based performance tasks aligned to the Common Core Standards

d) Timeline for implementation.

- September to June

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshops focusing on math such as Math Games Workshop for parents to teach them how to bring everyday Math into use at home and away from school
- Provide clear and meaningful progress reports which clearly identify gaps in learning domains
- Ensure clear protocols for parents to arrange appointments with teachers to discuss student performance
- Provide parents with direct feedback based on Core Curriculum Standards via periodic progress reports
- Provide parents with weekly 'yellow family folders' which announce community and school-wide events and opportunities geared toward students and family involvement

- Maintain and communicate our school's open door policy that allows parents to: attend weekly Town Meeting planned by teachers based on thematic units of study, conduct classroom visits, and volunteer as needed in the school
- Conduct parent workshops with topics that may include: parent advocacy, understanding progressive education, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- Host Parent Association meetings every 3-4 weeks and alternate between Tuesday mornings and Wednesday evenings. During evening meetings, childcare is provided free of charge for families and during all meetings, simultaneous Spanish translation is provided

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Muscota has a long history of welcoming committed student teachers from respected teaching colleges and universities to work closely and be mentored by our staff. These relationships have led to identifying strong candidates for new hires when positions become available
- Hiring committees are formed when a vacancy occurs. Committees consist of administration, staff and parents to ensure all facets of the school community are represented. Interviews are used to introduce the candidate to the school, our rigorous student expectations and our progressive values. Teaching demonstrations are scheduled for the committee to observe and recommendations for new hires are made by the group following a discussion of the candidates and what traits make each candidate a good match for our school
- As a small school with a relatively small staff, we rely on our teachers to utilize their exceptional skill sets beyond the classroom and for the benefit of the entire school community and its programs. Our teachers are valued for their individual strengths and talents and are regularly invited and encouraged to share their strengths with fellow staff
- Teachers are provided with opportunities for meaningful professional development and training that support their work and allow staff to hone their skills.
- Teachers are encouraged and given compensated time to collaborate with fellow teachers in their cohort and across grades and subject areas.
- Teachers visit each other's classrooms to observe teaching methods, receive and provide peer constructive feedback, and improve instruction
- Teachers are encouraged to apply for National Board Certification

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Muscota coordinates with many local services to integrate instructional strategies and promote community activities to achieve school wide goals. Muscota collaborates with the Carnegie Hall School Programs, CUNY Creative Arts Team, NYC Shakespeare Festival, the Joyce Theater, and the Fly By Night Dance Theater to incorporate strategies for learning through the arts. We participate in New York Road Runners Club Mighty Milers, Bread & Yoga, and Brain Gym to promote physical exercise and kinesthetic movement as strategies and activities to achieve learning goals. We also work with the New York City Parks and Recreation to support curriculum based learning, as well as the New York Public Library Inwood branch to facilitate relationships with community academic resources.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- OTPS: educational consultant, curriculum and staff development, textbooks, library books, non-contractual services that include trips, parent involvement and translation taken from TL FSF, NYSTL, and TL Translation Services
- Per session: data specialist, inquiry team members, arts specialists, guidance counselor taken from TL FSF, and ARRA

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2012, ELA proficiency will increase 3% school wide, as measured by New York City and State exams.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- 13.4% of all students in grades 3-5 achieved a level 1 on the New York State exam.
- 32.8% of all students in grade 3-5 achieved at level 2 on the New York State exam.
- When compared to our peer schools in ELA our school is in the bottom 20% for average student proficiency.
- When compared to our peer schools in ELA our school is in the lowest one-third for percentage of students who achieved at level 3 or 4.
- In house assessments aligned to the Common Core Standards (baseline, midline, end line assessments, performance tasks, and teacher conferences and observations) show writing as an overall area in need of growth and improvement

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups
 - School wide focus on aligning writing curriculum to the CCLS
 - Common intervention blocks with small group targeted instruction in word work and vocabulary development
 - Tier II Intervention: lunchtime and after school programs facilitated by the Guidance Counselor and ESL teacher to build resiliency and confidence
 - Daily Guided Reading and Guided Writing groups

- PD on curriculum mapping
- PD to support teacher ability to create rigorous tasks with a high thinking demand, by using the depth of knowledge matrix
- Teachers, with the support of the Aspiring Principals, review student running record data, book logs, and student writing to identify professional development needs of individual teachers
- Common planning time for teachers two times a week
- Vertical teams as part of an inquiry cycle will examine student work, identify gaps in student understanding, and revise curriculum units of study
- K-5 drama program that includes the genre of playwriting

b) staff and other resources used to implement these strategies/activities

- IPADS and web based reading intervention programs
- Intervention programs: Fountas/Pinnell, Boys Council and Girls Circle
- ESL teacher pushes in during reader's workshop
- SETTS teacher pushes in for reading and writing rotation
- Guidance Counselor and ESL teacher facilitate student programs for emotional and social development
- Teacher created rubrics to assess student writing

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Weekly, inquiry based, grade specific cohorts and vertical team meetings to identify gaps in student learning, plan and create lessons, analyze assessments, and plan implementation of support services needed to address those needs
- Inquiry based, bi-monthly Intervention Team meetings to discuss specific needs of students and determine modes of intervention based on supportive data
- Weekly School Based Support Team meetings to communicate needs of students in regards to tier III interventions, student goals and assessments
- Monthly SLT to review the assessments used to evaluate student learning
- Teacher created, grade specific meeting to develop and implement integrated curriculum maps with comprehensive project based performance tasks aligned to the Common Core Standards

d) timeline for implementation

- September to June

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent librarians ensure the use of the library for students
- Newly fostered relationship with the Inwood branch of the New York Public Library. All students are taken weekly and encouraged to take books to their liking
- Library cards offered, free of cost, to all children
- Provide clear and meaningful progress reports which clearly identify gaps in learning domains
- Ensure clear protocols for parents to arrange appointments with teachers to discuss student performance
- Provide parents with direct feedback based on Core Curriculum Standards via periodic progress reports
- Provide parents with weekly 'yellow family folders' which announce community and school-wide events and opportunities geared toward students and family involvement
- Provide a school-wide calendar early in the year to ensure parents can plan in advance for events
- Maintain and communicate our school's open door policy that allows parents to: attend weekly Town Meeting planned by teachers based on thematic units of study, conduct classroom visits, and volunteer as needed in the school
- Conduct parent workshops with topics that may include: parent advocacy, understanding progressive education, parenting skills understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- Host Parent Association meetings every 3-4 weeks and alternate between Tuesday mornings and Wednesday evenings. During evening meetings, childcare is provided free of charge for families and during all meetings, simultaneous Spanish translation is provided

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staffs become highly qualified, in order to achieve this goal.

- Muscota has a long history of welcoming committed student teachers from respected teaching colleges and universities to work closely and be mentored by our staff. These relationships have led to identifying strong candidates for new hires when positions become available.
- Hiring committees are formed when a vacancy occurs. Committees consist of administration, staff and parents to ensure all facets of the school community are represented. Interviews are used to introduce the candidate to the school, our rigorous student expectations and our progressive values. Teaching demonstrations are scheduled for the committee to observe and recommendations for new hires are made by the group following a discussion of the candidates and what traits make each candidate a good match for our school.
- As a small school with a relatively small staff, we rely on our teachers to utilize their exceptional skill sets beyond the classroom and for the benefit of the entire school community and its programs. Our teachers are valued for their individual strengths and talents and are regularly invited and encouraged to share their strengths with fellow staff.
- Teachers are provided with opportunities for meaningful professional development and training that support their work and allow staff to hone their skills.
- Teachers are encouraged and given compensated time to collaborate with fellow teachers in their cohort and across grades and subject areas.

- Teachers are encouraged to apply for National Board Certification

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Muscota coordinates with many local services to integrate instructional strategies and promote community activities to achieve school wide goals. Muscota collaborates with the Carnegie Hall School Programs, CUNY Creative Arts Team, NYC Shakespeare Festival, the Joyce Theater, and the Fly By Night Dance Theater to incorporate strategies for learning through the arts. We participate in New York Road Runner's Club Mighty Milers, Bread & Yoga, and Brain Gym to promote physical exercise and kinesthetic movement as strategies and activities to achieve learning goals. We also work with the New York City Parks and Recreation to support curriculum based learning, as well as the New York Public Library Inwood Branch to facilitate relationships with community academic resources

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- OTPS: educational consultant, curriculum and staff development, textbooks, library books, non-contractual services that include trips, parent involvement and translation taken from TL FSF, NYSTL, and TL Translation Services
- Per session: data specialist, inquiry team members, arts specialists, guidance counselor taken from TL FSF, and ARRA

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 100% of Muscota students in grades K-5 will participate in one ELA performance task and one Math performance task that are created by grade level teams and embedded in units of study aligned to NYS, grade-level specific CCLS.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Our current curriculum is not aligned to the new CCLS. We need to revise our thematic units of study and strengthen our instructional program to engage all students in rigorous tasks, embedded in well-crafted interdisciplinary units with appropriate supports.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Grade level teacher teams will meet weekly to plan, look at student work, identify gaps in instruction, and develop assessment tasks
 - Grade level teams will create performance tasks that provide periodic monitoring of student growth and progress, including but not limited to base, mid and endline assessments
 - Vertical teams as part of an inquiry cycle will provide feedback on performance tasks
 - Students will use accountable talk, technical vocabulary and academic language when making arguments
 - Two units of study will focus on reading and analyzing non fiction
 - Two units of study will focus on finding evidence in texts to support an argument
 - Arts will be integrated into all units of study
 - All grades will use the cultural resources of NYC by participating in monthly field trips
 - All units of study will provide opportunities to connect math to everyday situations
- b) staff and other resources used to implement these strategies/activities
 - Art specialists participate in curriculum planning and mapping
 - Partnerships with Arts and Cultural institutions
 - PD opportunities from CFN 102 on CCLS and designing performance tasks

- Town meetings/Community meetings reinforce school wide interdisciplinary theme
 - Technology and web based programs
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- Vertical teams created K-5 writing rubrics aligned to the CCLS
 - Grade level teams created integrated curriculum maps for 6 interdisciplinary units of study
 - Weekly, inquiry based, grade specific cohorts and vertical team meetings to identify gaps in student learning, plan and create lessons, analyze assessments, and plan implementation of support services needed to address those needs
 - Inquiry based, bi-monthly Intervention Team meetings to discuss specific needs of students and ways to differentiate
 - Weekly School Based Support Team meetings to differentiate assessment tasks for students with special needs
 - Monthly SLT to review the assessments used to evaluate student learning
- d) Timeline for implementation.
- September-June

Strategies to increase parental involvement

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- Library cards offered, free of cost, to all children
- provide clear and meaningful progress reports which clearly identify gaps in learning domains
- ensure clear protocols for parents to arrange appointments with teachers to discuss student performance
- provide parents with direct feedback based on Core Curriculum Standards via periodic progress reports
- provide parents with weekly 'yellow family folders' which announce community and school-wide events and opportunities geared toward students and family involvement
- provide a school-wide calendar early in the year to ensure parents can plan in advance for events
- maintain and communicate our school's open door policy that allows parents to: attend weekly Town Meeting planned by teachers based on thematic units of study, conduct classroom visits, and volunteer as needed in the school
- Conduct parent workshops with topics that may include: parent advocacy, understanding progressive education, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support

services; and technology training to build parents' capacity to help their children at home

- Host Parent Association meetings every 3-4 weeks and alternate between Tuesday mornings and Wednesday evenings. During evening meetings, childcare is provided free of charge for families and during all meetings, simultaneous Spanish translation is provided

Strategies for attracting Highly Qualified Teachers (HQT)

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- As a small school with a relatively small staff, we rely on our teachers to utilize their exceptional skill sets beyond the classroom and for the benefit of the entire school community and its programs. Our teachers are valued for their individual strengths and talents and are regularly invited and encouraged to share their strengths with fellow staff
- Teachers are provided with opportunities for meaningful professional development and training that support their work and allow staff to hone their skills
- Teachers are encouraged and given compensated time to collaborate with fellow teachers in their cohort and across grades and subject areas
- Teachers are encouraged to apply for National Board Certification

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Muscota coordinates with many local services to integrate instructional strategies and promote community activities to achieve school wide goals. Muscota collaborates with the Carnegie Hall School Programs, CUNY Creative Arts Team, NYC Shakespeare Festival, the Joyce Theater, and the Fly By Night Dance Theater to incorporate strategies for learning through the arts. We participate in New York Road Runners Club Mighty Milers, Bread & Yoga, and Brain Gym to promote physical exercise and kinesthetic movement as strategies and activities to achieve learning goals. We also work with the New York City Parks and Recreation to support curriculum based learning, as well as the New York Public Library Inwood Branch to facilitate relationships with community academic resources

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- OTPS: educational consultant, curriculum and staff development, textbooks, library books, non-contractual services that include trips, parent involvement and translation taken from TL FSF, NYSTL, and TL Translation Services

- Per session: data specialist, inquiry team members, arts specialists, guidance counselor taken from TL FSF, and ARRA

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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, and social studies.

	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	8	8	N/A	N/A	7	0	0	1
1	7	7	N/A	N/A	2	0	0	
2	10	10	N/A	N/A	2	0	0	
3	15	24	N/A	N/A	4	0	0	
4	19	20	N/A	N/A	2	0	0	1
5	15	21	6	N/A	8	0	0	
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>To support kindergarten, first and second grade, we have a kindergarten teacher trained as a reading specialist who provides targeted small group instruction during the extended day program, as well as collaborates with the K-1 grade team cohort to create high quality lessons to be taught during the school day. School wide, teachers use the Fonntis and Pinnell leveling system and intervention kits to assess student needs and guide instruction. The ESL teacher works closely with members of the Intervention Team, and provides standards based teaching strategies aligned with assessment data for ELL and non-ELL students to be utilized during the school and day and extended day program. 3rd and 4th graders participate in “Reading Buddies” in which they are paired with kindergarten students to teach and strengthen skills such as work work, vocabulary development, phonemic awareness, and comprehension.</p> <p>Additionally, we have three Integrated Co-Teaching (ICT) classrooms: 3/4th grade, 4th grade, and 5th grade to provide a greater range of differentiated instruction, small group rotations, and progress monitoring.</p>
Mathematics	<p>Academic interventions for math are offered within each classroom through targeted small group instruction and rotation as determined by assessment data. Instruction is guided by the TERC math program extensions and basic skill instruction. Additionally, extended day programming offers further intervention supports surrounding individual, needs based learning goals for identified students.</p> <p>We have three Integrated Co-Teaching (ICT) classrooms: 3/4th grade, 4th grade, and 5th grade to provide a greater range of differentiated instruction, small group rotations, and progress monitoring.</p>
Science	<p>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 three Integrated Co-Teaching (ICT) classrooms: 3/4th grade, 4th grade, and 5th grade to provide a greater range of differentiated instruction, small group rotations, and progress monitoring.</p>

Social Studies	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.
At-risk Services provided by the Guidance Counselor	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
At-risk Services provided by the School Psychologist	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	See above (psychologist).
At-risk Health-related Services	The Speech and Language Pathologist targets areas of weakness that the child is exhibiting in the classroom setting and provides strategies, techniques and carry-over assignments to be used in school, as well as at home, to strengthen abilities. The nurse provides classroom lessons on germs, transmission of the flu, asthma, checking for lice, and other important topics.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the

academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of all parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and when applicable, the Title I Parent Committee. Muscota parents are invited to sit on committees that focus on developing policies with respect to hiring, admissions, capital improvement, grant writing, and the arts. Involvement by parents on these committees gives them opportunities for meaningful participation, professional growth, and a stronger stake in the the development of goals and priorities for the school.
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parent advocacy, understanding progressive education, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Host Parent Association meetings every 3-4 weeks and alternate between Tuesday mornings and Wednesday evenings. During evening meetings, childcare is provided free of charge for families and during all meetings, simultaneous Spanish translation is provided.
- Translate into Spanish all critical school documents and PA event flyers and surveys;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report; The subjects may be covered at meetings such as Coffee with Camille (informal talk with principal), during principals report at PA meeting, and principals state of the school address.
- When applicable, conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

- When applicable, actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- When applicable, engage parents in discussion and decisions regarding the required Title I set-aside funds which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- When applicable, ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- When applicable, host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act

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

- Holding an annual Title I Parent Curriculum Conference in the years when we have Title 1 status;
- Hosting educational family events/activities throughout the school year such as weekly Town Meeting, Eco-Fest, Mad Hatters Parade, Candlelight Night, all school skating trips and field days, drama performances, art shows, musical performances, Mini Mall, and Moving On Ceremony.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee and other school wide committees;
- Supporting or hosting Family Day events such as Take Your Parent to Lunch Day and Family Breakfasts;
- Formalizing the Class Parent program at our school by defining what it means to be a class parent, invite parents to volunteer as class parents for classroom teachers and cluster teachers, and providing an orientation for Class Parents.
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Establishing a space for parents to meet or conduct volunteer work in the school
- Establishing informal opportunities for families and children to gather after-school such as in the school playground.
- Encouraging more parents to become trained school volunteers by hosting an in-house parent volunteer training and Learning Leaders 3 day training program
- Communicating district wide and citywide opportunities for parent trainings;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing yellow Family Folders for regular written communication between administration, the PA and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

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

I. **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. **Parent/Guardian Responsibilities:**

- do my best to make sure my child arrives at school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- encourage my child to be a respectful and peaceful member of the Muscota community;
- make sure my child eats a nutritious and healthy breakfast and stress the importance of healthy eating;
- make sure my child gets a good night's sleep;
- communicate fully with the school regarding my child's well being;
- engage respectfully with the staff at Muscota;
- provide any and all information to the school that is requested and/or mandatory.
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- volunteer in my child's school or assist from my home/work as time permits;
- participate in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or teacher
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, Parent Association, or district to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School Leadership Teams, Hiring Committee, Wellness Committee, etc.;
- share responsibility for the improved academic achievement of my child;
- participate fully in my child's education including but not limited to attending family conferences, volunteering at the school, providing a quiet place to do homework, most importantly, encouraging her or him to blossom and grow as an individual.

III. Student Rights and Responsibilities:

Our students have the right:

- to be happy and to be treated with compassion;
- to be respected as an individual;
- to be treated fairly;
- to be safe and be made safe by others.

Our students have the responsibility:

- to have the responsibility to treat others with compassion;
- to respect others and treat them like individuals;
- to treat others fairly;
- to make my school safe and always look out for others' safety;
- to be at school on time (with the assistance of their parents) and to commit one hundred percent to my work and play;
- to fully participate in the Muscota community during class time, town meetings, field trips and any time and any place I am representing my school;
- to tell my parents about my experience in school each day and encourage them to be part of the Muscota community too;
- to resolve conflicts peacefully and express my feelings in words;
- to complete my homework and submit all assignments on time;
- to show respect for myself, others and my community.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Alison Sheehan	District 06	Borough Manhattan	School Number 314
School Name The Muscota New School			

B. Language Allocation Policy Team Composition [?](#)

Principal Camille Wallin	Assistant Principal Josette Claudio
Coach type here	Coach type here
ESL Teacher Christa Gesztesi	Guidance Counselor Alli Mottola
Teacher/Subject Area Jacquelin Avalos	Parent Josh Liveright
Teacher/Subject Area Jackie Meyerer	Parent Coordinator Denise Rodriguez
Related Service Provider Megan Benay/SETTS	Other type here
Network Leader type here	Other type here

C. 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	1	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	260	Total Number of ELLs	24	ELLs as share of total student population (%)	9.23%
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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. The Muscota New School follows several steps to identify those students who may possibly be ELLs. First, the Home Language Identification Survey (HLIS) is administered by Christa Gesztesi, the certified ESL Teacher, who is also proficient in Spanish. After the survey is completed, the ESL Teacher reviews the information. If "other" is selected in one out of four of the first four questions; and "other" is selected for two of the questions in numbers 5-7, then the ESL Teacher fills in the code for the name of the student's native language on the front page of the HLIS. At this point, the ESL Teacher adds the child to the Muscota ELL Data excel spreadsheet. From here, the ESL Teacher administers the LAB-R. If the student passes the LAB-R, the ESL Teacher makes a note on the ELL Data excel spreadsheet that s/he does not require ELL services. If the student does not pass the LAB-R, s/he will receive mandated ELL service for 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 the same day as s/he is administered the LAB-R. Those students who are identified as ELLs will be administered the NYSESLAT in the spring, which is also administered by our ESL teacher, Christa Gesztesi. Testing is conducted in small groups of students within a grade, and only one modality is tested in one day. Therefore, the written portion of the exam (Listening, Reading and Writing) is administered over three days. However, the Speaking modality is administered over a period of days within the schedule that is mandated by New York State.

2. Once students are identified as ELLs, per the LAB-R, parents are sent the Entitlement letter. The Entitlement letter is sent home with the student. There are two ways in which the Entitlement letter is sent home to the child's parent. One way is through Muscota's yellow Family Folder. This yellow Family Folder is sent home every Wednesday. If the LAB-R is administered and scored, and the Entitlement letter is prepared and printed on a Monday, Tuesday, or Wednesday then the Entitlement letter is sent home in the yellow Muscota Family Folder. If however, the case is otherwise, then the Entitlement Letter is sent home with the child in their class folder. The Entitlement letter indicates the date, time and location of the Parent Orientation Meeting. At the Parent Orientation Meeting, parents meet with the certified ESL Teacher, Christa Gesztesi. The ESL Teacher will provide materials and deliver the content of the meeting in English and in Spanish. If another interpreter is needed to communicate the information in a language other than Spanish or English, we will contact the DOE Translation and Interpretation Unit to contract an interpreter for that language as well as translated materials in that other language. At this meeting, parents will first receive the Guide for Parents of English Language Learners. In addition, the ESL Teacher explains the three choices available in the NYCDOE to receive mandated ELL services. Next, the ESL Teacher explains that parents will watch a video in their native language, which further explains these choices. Next, lap tops are set up with head phones for the minority language and a Smart Board is set up for the majority language to hear the Orientation Video. Immediately following the video, the ESL Teacher asks whether or not parents have any questions regarding the information. After that, the ESL Teacher assists parents as they fill out the Parent Survey and Selection Form regarding their program choice. Lastly, the ESL Teacher answers any questions the parents may have.

3. If a parent does not attend the Parent Orientation Meeting as requested in the Entitlement Letter, our bilingual (Spanish/English) Parent Coordinator, Denise Rodriguez, and/or our certified ESL Teacher, Christa Gesztesi will call the parent to make sure they attend

an individual Parent Orientation Meeting. This individual meeting will be conducted by the ESL Teacher and conducted in the same way as the original meeting explained above.

4. Once a parent has filled out the Parent Survey and Selection Form, the ESL Teacher will send the placement letter to the family indicating the program in which the child is enrolled. The placement letter will be written in the language identified by the family on the preferred language form. Students are provided ESL instruction and support based upon their score on the LAB-R.

5. The trend over the past three years is that parents elect ESL as the first program choice for instruction for their child. In addition, another trend that has been identified at Muscota is that the number of ELLs with the same L1 (First Language) has not reached 15 students in two contiguous grades. Therefore, for the past three years, the program offering at Muscota has been ESL.

6. Our program model has been 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17			7						24
Total	17	0	0	7	0	0	0	0	0	24

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	5	1	2	5	3	5								21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1		1									2
Other	1													1
TOTAL	6	1	3	5	4	5	0	0	0	0	0	0	0	24

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered through a Freestanding English as a Second Language program. Two organizational models are used: Push-in and Pull-Out. The Push-In model is used to teach Math content in the Third/Fourth Grade ICT class. The Pull-Out model is used to instruct Literacy for the entire ELL population. The program model for the push-in model is that the 9 Third and Fourth Grade ELLs are divided into small groups of no more than 6 students. The groups are both heterogeneously and homogeneously organized. The ELLs are heterogeneously grouped by proficiency level, and homogeneously grouped by Math proficiency level.

The program model for the pull-out model is that students are grouped according to NYSESLAT level, grade level, the proficiency levels identified using the Rigby ELL Assessment Kit, and ECLAS. Additionally, the ESL Teacher consults the classroom teacher of the ELLs to group the pull-out groups using DRA reading levels. There are only two groups which contain ELLs from the same grade level: Kindergarten and Fifth grades. This is organized in this way because Kindergarten students' developmental learning abilities are very different from their older peers and therefore, Kindergarten students work better among students of the same age. As for the Fifth Grade ELLs, the group is organized in this way because the language proficiency levels provide a learning environment that enables the ELLs to work within their Zone of Proximal Development in order that they develop grade-level proficiency in literacy. The group consists of one High-Advanced ELL, one Intermediate-Advanced ELL, two Low-Advanced ELLs, and one High-Intermediate ELL.

2. ESL instruction is provided in four 90-minute blocks for students whose proficiency levels are either Beginner or Intermediate. Students whose proficiency levels are Advanced receive four 45-minute periods. These minutes are covered through the pull-out model for literacy instruction -- when ELLs are pull-out during either Reading or Writing instruction -- as well as through the push-in model in the Third-Fourth Grade ICT class, during the ESL teacher pushes in during math instruction.

3. The Muscota New School has designed their own curriculum by creating transdisciplinary thematic units of study. The themes include: Who We Are, Where We Are in Time and Place, How the World Works, Sharing the Planet, How We Organize Ourselves, and How We Express Ourselves. These thematic units of study are designed using the Common Core State Standards for Literacy and Math, as well as the New York State Standards for Science and Social Studies. The ESL push-in and pull-out models use these thematic units of study to

A. Programming and Scheduling Information

teach ESL within the content areas of Math, Science and Social Studies. The content areas are taught in English, however, when necessary the ESL Teacher does communicate in Spanish for students who would benefit from direct translation.

As explained above, there are two organizational models that are used in the ESL Program at The Muscota New School. The push-in model is used to teach Math instruction for the Third/Fourth Grade ICT class. The Math program used for the push-in organizational model is TERC. The ESL Teacher delivers the lesson using the Sheltered Instruction Observation Protocol (SIOP). The SIOP model is an instructional approach designed to make content comprehensible and build vocabulary development. In addition, the ESL teacher uses discussion strategies and graphic organizers to teach Tier II general academic vocabulary, and Tier III content specific vocabulary. These discussion strategies build oral language development which supports the development of students' writing skills. The strategies used by the ESL Teacher are part of the SIOP model: longer wait time, pair and group work, Total Physical Response, use of manipulatives and realia, choral repetition, and language prompts.

In regards to content area instruction for the pull-out model, students are pulled out of the classroom during the time their respective classes are receiving literacy instruction: either guided reading, Teacher's College Reading Workshop or Teacher's College Writing Workshop. Therefore, the ESL Teacher teaches literacy objectives within content area subject matter. In other words, the ESL teacher uses non-fiction texts that teach content area subject matter while teaching non-fiction reading and writing strategies. Therefore, each group taught by the ESL teacher receives content area instruction within Muscota's Thematic Unit of Study based on the Common Core State Standards and the New York State Standards for the content areas of Science and Social Studies. Therefore, a 6-week unit of study for Math, for Science and for Social Studies is taught to each group of English Language Learners. The ESL teacher incorporates lessons from TERC for Math content instruction and the instruction is supported by non-fiction guided reading books from the RIGBY On Our Way to English series, which supplements the language instruction of the math concepts taught. Additionally, the ESL teacher incorporates materials from the FOSS program for Science content instruction. For the Social Studies content instruction, the ESL teacher uses materials from Scholastic and Scott Foresman.

During the content area instruction for the students being pulled-out for ESL, the instructional approach is still the SIOP Model. Using the SIOP Model, as explained above, provides our ELLs opportunities to engage in the learning by using realia and manipulatives to construct learning and they are given ample time to discuss the activities using the Tier II and Tier III vocabulary and language prompts, which enables them to internalize and more easily apply what they have learned.

4. The Muscota New School ensures that ELLs are being tested in their Native Language in two ways. As per the ELL Identification Process at Muscota, children who have been identified as speaking a language other than English on the Home Language Identification Survey will be administered the LAB-R. If the child does not meet the cut off score on the LAB-R, and the child's native language is Spanish, the child will be given the Spanish LAB. However, if the child was administered the LAB-R and did not meet the cut off score on the LAB-R, and there is not a LAB exam in the child's native language (as there is available in Spanish), then we will do the following in order to determine the child's language proficiency in his/her native language. Muscota will contact the NYC Department of Education Translation and Interpretation Unit to coordinate an interpreter to come to the school and ask the child questions in his/her native language so that we will know the child's proficiency in his/her native language. Last, we will discuss the information with said interpreter so that we may know the academic and social proficiency levels of the child in his/her native language.

5. Instruction is differentiated for ELL subgroups based on the data collected above in part one: the NYSESLAT, the LAB-R, the Rigby ESL Kit, the DRA, ECLAS and teacher conference notes. First, even though there are currently no SIFE students at The Muscota New School, there is still a plan in place to support this ELL subgroup. The most effective way to support SIFE students is to understand their individual case history. Therefore, should a student whose age was that of a third grade student or older and who was identified as a potential ELL as per the HLIS be admitted to our school from another country, there would be an informal interview conducted by the ESL Teacher, Christa Geszteszi (who is proficient in Spanish), the bilingual (Spanish/English) Parent Coordinator, Denise Rodriguez; and the School Guidance Counselor, Alli Mottola. If the student's family stated the student had interrupted schooling, the ESL Teacher would then continue with the ELL Identification process beginning with administering the LAB-R and continuing as per the procedures explained above under the section on the ELL identification process. If the child's native language is Spanish, and the Spanish LAB was administered, the ESL Teacher would use this information to assess the student's literacy in Spanish. If the L1 is not Spanish, then a separate meeting to assess the child's literacy in his/her L1 would be scheduled with the parent, the child, the parent coordinator, the guidance counselor, and a DOE Interpreter.

A. Programming and Scheduling Information

In either case, where the child's L1 is or is not Spanish, in these meetings the staff members previously mentioned would also ask the parent specific questions about the child's awareness and understanding of student-teacher relationship, student-student relationship - including making friends, and the physical aspects of learning in a classroom (i.e. sitting, moving from one classroom to another, etc.) This conversation would only be the beginning of the academic and social emotional support provided to the family. Subsequent status updates would be conducted during monthly meetings with the parent and the three staff members previously mentioned plus the child's classroom teacher. Lastly, it would be strongly recommended to the parent that when the child feels more acclimated to the school community, that the child attend the after school program, Harbor Heights Academy to further support his/her social-emotional development, as well as his/her development within the school culture, the regional culture of the Inwood area, and the United States culture.

With regards to academics, the ESL Teacher would push-in to the classroom of the SIFE student during the First Period Morning Meeting (4 days/week x 45 minute period = 180 minutes) to support the child with his/her Basic Interpersonal Communication Skills (BICS). As a part of the remaining 180 mandated minutes, the ESL Teacher would teach two more periods using the push-in model during one content area period, and one literacy period (90 minutes). Another two periods (90 minutes) would be taught using the pull-out organizational model with other ESL students with similar proficiency levels.

b. Following is the plan for Newcomers in our ESL Program at Muscota. Currently, there are 12 newcomers. Six are in grade K, one is in First Grade, and two are in Second Grade. These ELLs will receive 360 minutes of instruction since they scored a beginning level on the LAB-R or NYSESLAT respectively. For all nine of these K-2 ELLs, the instruction will focus on phonemic awareness, phonics, and the development of the vocabulary necessary for Basic Interpersonal Communication Skills (Tier I) and Cognitive Academic Language Proficiency (Tiers II and III) through content area instruction. All content area instruction will be taught as explained above in number 3. However, since this group of ELLs (with the exception of the Advanced level Kindergarten ELL) has very limited levels of English proficiency, many of the activities will be focused on oral language development. In order to support these ELLs with oral language development, the ESL teacher will use the chants and poems from the On Our Way to English series. In addition, the ESL teacher is working closely with the Music Teacher, Megan Benay to ensure that the music lessons focus on the following phonemic awareness skills as identified by the ECLAS assessment: rhyme identification and generation, syllable recognition and generation, and letter sound correspondence.

Three of these newcomers in grades K-2 have been identified as having kinesthetic learning styles - two of these ELLs are ELL-SWDs. Therefore, these three students are receiving a pull-out period with the ESL teacher and with the IEP Teacher and SETTS Provider, Megan Benay. These two teachers will instruct these students in three 15-minute rotations for 45 minutes. The rotation is as follows: one teacher will work with one student on a phonemic awareness skill, the other teacher will work with one student on a phonics skill or a sight word skill, and the third student will independently use an iPad Application to practice grade level skills for sight words, math, and phonics. Throughout the period each student will have been taught three different skills through teacher instruction and using the iPad computer

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% 75% 50% 25%	Instruction for this group of students will be provided by the teacher. The instructional approach for the content area will be used as explained above in number three. To ensure these students language skills continue to improve, the ESL Teacher ensures that each lesson incorporates a presentation component based on Tier II and Tier III vocabulary introduced in the lesson as supported by word banks, sentence starters, graphic organizers and manipulatives. This component requires the students to present what they learned to the other students in their respective groups prior to transferring the learned information to writing. This strategy is used		
100% 75% 50% 25%	e. In 2011, NYS exam data revealed, males at The Muscota New School are underperforming girls in ELA and Math. Similarly, on the 2011 NYSESLAT, more male Long-Term ELL-SWD students scored a level of Beginning than did females; and more male Long-Term General Education ELLs and ELL-SWDs combined than did females. Instruction for our Long-Term ELL boys, and one additional 30-minute period of instruction for this group of five girls. Both Long-Term ELL-SWDs and Long-Term General Education ELLs will be included in these groups. This decision is based on the success of the Integrated Co-Teaching model (ICT). The ICT model provides Special Education students with access to the same rigorous education as General Education students are afforded. Instruction for both groups will be provided by the		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

A. Programming and Scheduling Information

from the Girl's Circle, a similar social and emotional program for girls; and will take place in the afternoon one day each week. These periods will provide additional targeted instruction to meet writing goals as identified by the Rigby ELL Assessment Kit 2011.

B. Programming and Scheduling Information--Continued

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

8. We provide targeted intervention for our Newcomer ELL-SWDs by scheduling additional small group instruction in English with our IEP Teacher and SETTTS Provider, Megan Benay. Using the program, Recipe for Reading, she ensures reading goals are set and that instruction to meet these goals is scaffolded, practiced and mastered.

9. ELLs who have reached proficiency on the NYSESLAT will continue to receive instructional support during Muscota's Extended Day program (50-minute classes for two days a week after school). Instruction is entirely in English and is appropriately scaffolded for students depending on their language needs. The ESL teacher provides these additional intervention services. Classroom teachers and the ESL teachers meet quarterly or as needed to review literacy and content area assessments. In addition, we ensure these ELLs are still given testing modification for two years following the year they scored proficient on the NYSESLAT. The ESL teacher provides the testing coordinator, Jo Marie Mounsey, a list of the Former ELLs who are to receive these testing accommodations. In addition, in the first quarterly meeting with the classroom teacher, the ESL Teacher informs him/her of the fact that his/her Former ELL student(s) will receive said testing accommodations.

10. This year we are beginning to develop a push-in program which helps ELLs access the curriculum as it is delivered in the classroom with their non-ELL peers. We are beginning to hold bi-weekly meetings with the two Third-Fourth Grade ICT teachers, Sungjae Lee and Jackie Meyerer. During these meetings the classroom teachers and the ESL teacher discuss curriculum goals and student progress, and they create groups based on the needs of the ELLs in the classroom. The long-term goal is to establish a push-in program to teach the content area subjects of Math, Social Studies and Science, in which all ELLs will be instructed next year (2012-2013).

11. No programs and services will be discontinued. Instead, our ELLs will benefit from more quality services. Therefore, our LAP, Title III Plan and Extension of Services have been created so that our certified ESL Teacher can provide more quality instruction for our ELLs; more useful information on educating second language learners for our students' families; and more quality professional development for our staff.

12. All the ELL students at PS 314 are afforded access to all school programs, i.e. extended day, after-school programming, drama, art, and music programming. There are no pre-requisites to applying for these programs so that all ELLs may have access in the same way as do their non-ELL peers. In addition, the ESL Teacher will make sure that all communication regarding these programs is sent in the parent's preferred language.

13. The instructional materials used to support ELLs include: lap tops, iPads, Smart Boards, listening centers, math manipulatives, FOSS science kits, a list of kinesthetic movements (Brain Gym) which ELLs use to support language learning, and the acquisition of comprehension skills, organizational skills and communication skills. In addition, there are classroom pets (1 rabbit, 1 turtle, and 1 snake) in several classrooms which are studied by the entire school community.

14. The ESL teacher is a proficient 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.

B. Programming and Scheduling Information--Continued

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15. Yes.

B. Programming and Scheduling Information--Continued

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14. The ESL teacher is a proficient 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.

15. Yes.

16. During the third week in August, prior to the new school year, newly enrolled ELL students and their families are invited to an

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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)?

Paste response to questions 1-5 here

Science:

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. As the ESL Teacher, Christa Gesztesi will attend all CFN ELL Liaison Meetings, as well as all CFN ELL Group Meetings - which are focused more on instruction rather than administrative and compliance procedures.
2. Through the Middle School Choice process classroom teachers will work with the ESL teacher, each family and the MS Choice Liaison, Alli Mottola (Muscota's Guidance Counselor) to identify and rank appropriate middle school programs.
3. Teachers will receive staff development in multiple ways to monitor student progress. One way is through individual meetings after administering the pre- and post- Rigby ELL Assessment Tool Kit, ECLAS, and the DRA. The meetings will be between the classroom teacher and the ESL teacher to discuss student progress towards academic and language goals by analyzing class work and assessment data. Secondly, the classroom teachers in the Third-Fourth Grade ICT classroom and the ESL teacher will meet on a bi-weekly basis for planning instruction based on the academic and language goals identified using the aforementioned assessments.

In addition to these individual meetings, teachers will meet four times throughout the year for two-hour Professional Development (PD) workshops. These professional development hours insure that we are providing the required 7.5 hours of training for all teaching staff. The workshop will be from 3:00 p.m.-5:00 p.m. Following are the dates and topics: December 14, 2011: What is an ELL? What is Second Language Acquisition?; January 11, 2012: The SIOP Model: Using Wait Time; February 16, 2012: The SIOP Model: Decreasing Teacher Talk Time and Increasing Student Talk Time; and March 21, 2011: The SIOP Model: Using Graphic Organizers to Write. The PD workshops will teach subject matter that will develop teachers' understanding and knowledge of second language acquisition – with particular attention being paid to using wait time and limiting teacher talk time to improve ELLs oral language development related to Tier II and Tier III (CALP) vocabulary. Ultimately, the goal is to develop oral language skills that support literacy skills in reading and writing. Teachers from grades K-5 will also use this time to collaboratively examine student work, conference notes, assessments, and share ESL teaching strategies that have worked for their students.

Additionally, ongoing Professional Development which includes instructional support and technical assistance on the latest ELL policies and trends will be facilitated by our network ELL Support Staff. The ESL teacher will attend network meetings. After attending these meetings, the ESL Teacher will provide a brief report of the information at the above scheduled workshops.

The school secretary, para professionals, school aides and parent coordinator will each meet with the ESL Teacher for separate professional development. These meetings will be held from 3 p.m. - 5 p.m. on the following dates: September 22, 2011, October 13, 2011, November 17, 2011, and December 15, 2011. The four topics that will be covered during these meetings will be: How to Communicate with Non-English Speaking Families; How to Support ELLs Development of Social Skills and Social Language During Lunch and Recess; How to Communicate with ELLs in the Classroom; and How to Support ELLs in Completing Homework Assignments.

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?

1. 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 an interpreter is always provided as per the Parent's Preferred Language form. 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.

2. In collaboration between the New York City Brain Gym Collective and the Muscota Parent Association, parents of ELLs will be invited to attend a series of three 45-minute workshops on the benefits of kinesthetic movements on learning. The workshops will be from 7:15 p.m.-8:00 p.m. on the following dates which correspond to the listed workshop topics: January 11, 2012-Introduction to Brain Gym; March 14, 2012-Movements that Improve Listening, Speaking, Reading and Writing; and May 16, 2012-Movements that improve Organization and Comprehension.

3. We evaluate the needs of parents through all mediums of communication: one-on-one meetings, phone calls, emails, letters and the Literacy Nights for Families of ELLs. We ask parents to tell us their concerns, as well as their ideas, for building literacy at home. Once parents give us a topic they want to be addressed, we address it through one of the above mentioned mediums of communication; for example we discuss topics related to all parents at the Literacy Nights for Families of ELLs, or by providing all parents with information via email or our school website. For example, when a parent asked which language they should speak with their child, we explained it to them at one of the Literacy Nights for Families of ELLs and then followed up with a letter and an article in both English and Spanish addressing the topic, which was sent to all parents of ELLs.

4. Six Literacy Nights for Families of ELLs are scheduled for all families of ELLs, between 6:30 PM-7:30 PM. These will be held September 27, 2011, October 26, 2011, December 5, 2011, February 8, 2012, March 28, 2012, and June 6, 2012. During these evenings, the ESL teacher addresses topics that can provide families with the support they need to help their child improve his/her literacy skills in English. The topics include: 1) Family Orientation and Introduction to the ESL Program; 2) Setting up Homework Stations; 3) Building Literacy through Family Journals; 4) Building Literacy through Songs, Food, Stories and Traditions; 5) Emotional and Academic Support during Testing Periods; and 6) Maintaining Literacy through the Summer. In addition, families are encouraged to make their needs known to the ESL teacher so that she may address these needs at the Literacy Nights for Families of ELLs.

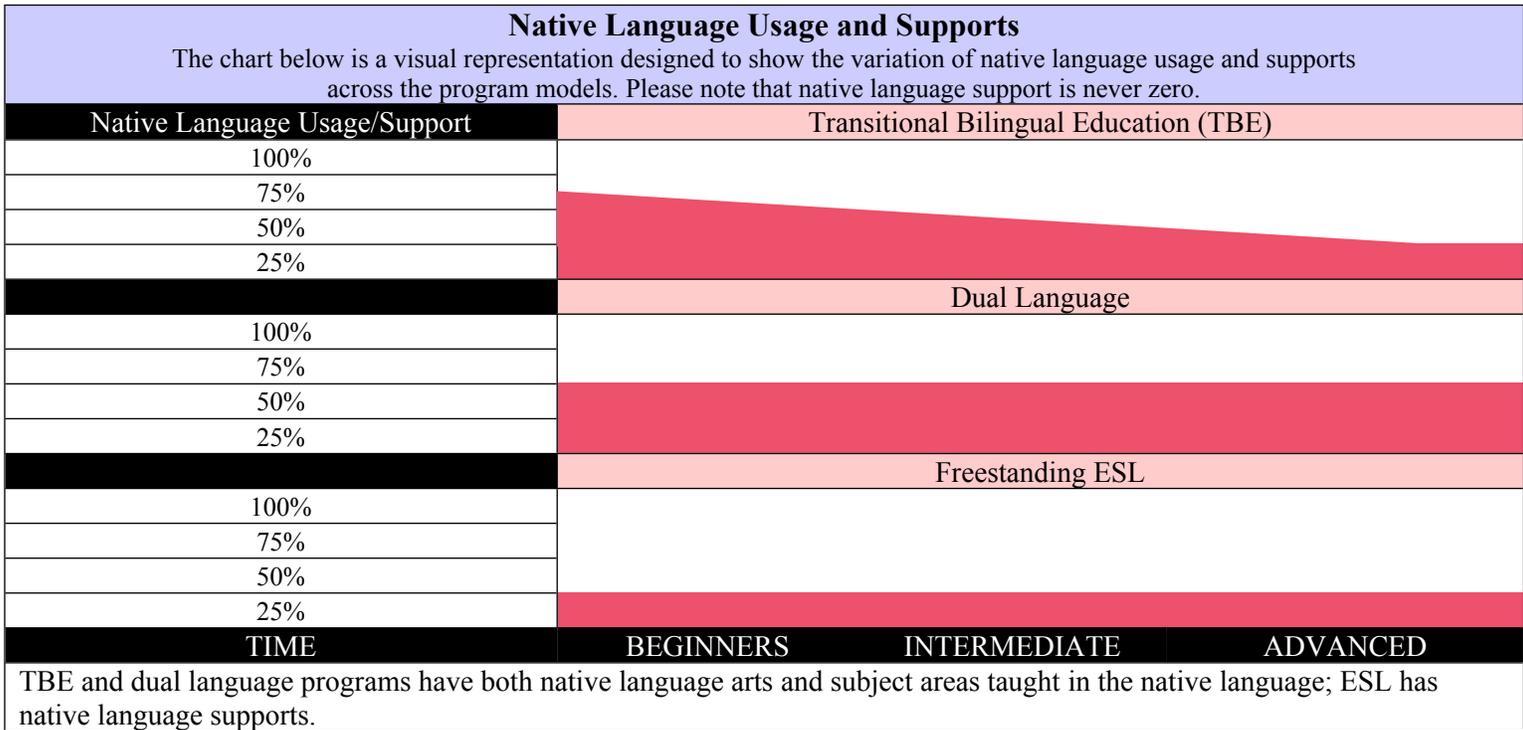
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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B. Programming and Scheduling Information--Continued

8. 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.
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17. What language electives are offered to ELLs?

8. We provide targeted intervention for our Newcomer ELL-SWDs by scheduling additional small group instruction in English with our IEP Teacher and SETTTS Provider, Megan Benay. Using the program, Recipe for Reading, she ensures reading goals are set and that instruction to meet these goals is scaffolded, practiced and mastered.

9. ELLs who have reached proficiency on the NYSESLAT will continue to receive instructional support during Muscota's Extended Day program (50-minute classes for two days a week after school). Instruction is entirely in English and is appropriately scaffolded for students depending on their language needs. The ESL teacher provides these additional intervention services. Classroom teachers and the ESL teachers meet quarterly or as needed to review literacy and content area assessments. In addition, we ensure these ELLs are still given testing modification for two years following the year they scored proficient on the NYSESLAT. The ESL teacher provides the testing coordinator, Jo Marie Mounsey, a list of the Former ELLs who are to receive these testing accommodations. In addition, in the first quarterly meeting with the classroom teacher, the ESL Teacher informs him/her of the fact that his/her Former ELL student(s) will receive said testing accommodations.

10. This year we are beginning to develop a push-in program which helps ELLs access the curriculum as it is delivered in the classroom

B. Programming and Scheduling Information--Continued

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

8. We provide targeted intervention for our Newcomer ELL-SWDs by scheduling additional small group instruction in English with our IEP Teacher and SETTTS Provider, Megan Benay. Using the program, Recipe for Reading, she ensures reading goals are set and that instruction to meet these goals is scaffolded, practiced and mastered.

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10. This year we are beginning to develop a push-in program which helps ELLs access the curriculum as it is delivered in the classroom with their non-ELL peers. We are beginning to hold bi-weekly meetings with the two Third-Fourth Grade ICT teachers, Sungjae Lee and Jackie Meyerer. During these meetings the classroom teachers and the ESL teacher discuss curriculum goals and student progress, and they create groups based on the needs of the ELLs in the classroom. The long-term goal is to establish a push-in program to teach the content area subjects of Math, Social Studies and Science, in which all ELLs will be instructed next year (2012-2013).

11. No programs and services will be discontinued. Instead, our ELLs will benefit from more quality services. Therefore, our LAP, Title III Plan and Extension of Services have been created so that our certified ESL Teacher can provide more quality instruction for our ELLs; more useful information on educating second language learners for our students' families; and more quality professional development for our staff.

12. All the ELL students at PS 314 are afforded access to all school programs, i.e. extended day, after-school programming, drama, art, and music programming. There are no pre-requisites to applying for these programs so that all ELLs may have access in the same way as do their non-ELL peers. In addition, the ESL Teacher will make sure that all communication regarding these programs is sent in the parent's preferred language.

13. The instructional materials used to support ELLs include: lap tops, iPads, Smart Boards, listening centers, math manipulatives, FOSS science kits, a list of kinesthetic movements (Brain Gym) which ELLs use to support language learning, and the acquisition of comprehension skills, organizational skills and communication skills. In addition, there are classroom pets (1 rabbit, 1 turtle, and 1 snake) in several classrooms which are studied by the entire school community.

14. The ESL teacher is a proficient 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.

15. Yes.

B. Programming and Scheduling Information--Continued

8. 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.
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14. The ESL teacher is a proficient 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.

15. Yes.

16. During the third week in August, prior to the new school year, newly enrolled ELL students and their families are invited to an

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)?

Paste response to questions 1-5 here

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. As the ESL Teacher, Christa Gesztesi will attend all CFN ELL Liaison Meetings, as well as all CFN ELL Group Meetings - which are focused more on instruction rather than administrative and compliance procedures.

2. Through the Middle School Choice process classroom teachers will work with the ESL teacher, each family and the MS Choice Liaison, Alli Mottola (Muscota's Guidance Counselor) to identify and rank appropriate middle school programs.

3. Teachers will receive staff development in multiple ways to monitor student progress. One way is through individual meetings after administering the pre- and post- Rigby ELL Assessment Tool Kit, ECLAS, and the DRA. The meetings will be between the classroom teacher and the ESL teacher to discuss student progress towards academic and language goals by analyzing class work and assessment data. Secondly, the classroom teachers in the Third-Fourth Grade ICT classroom and the ESL teacher will meet on a bi-weekly basis for planning instruction based on the academic and language goals identified using the aforementioned assessments.

In addition to these individual meetings, teachers will meet four times throughout the year for two-hour Professional Development (PD) workshops. These professional development hours insure that we are providing the required 7.5 hours of training for all teaching staff. The workshop will be from 3:00 p.m.-5:00 p.m. Following are the dates and topics: December 14, 2011: What is an ELL? What is Second Language Acquisition?; January 11, 2012: The SIOP Model: Using Wait Time; February 16, 2012: The SIOP Model: Decreasing Teacher Talk Time and Increasing Student Talk Time; and March 21, 2011: The SIOP Model: Using Graphic Organizers to Write. The PD workshops will teach subject matter that will develop teachers' understanding and knowledge of second language acquisition – with particular attention being paid to using wait time and limiting teacher talk time to improve ELLs oral language development related to Tier II and Tier III (CALP) vocabulary. Ultimately, the goal is to develop oral language skills that support literacy skills in reading and writing. Teachers from grades K-5 will also use this time to collaboratively examine student work, conference notes, assessments, and share ESL teaching strategies that have worked for their students.

Additionally, ongoing Professional Development which includes instructional support and technical assistance on the latest ELL policies and trends will be facilitated by our network ELL Support Staff. The ESL teacher will attend network meetings. After attending these meetings, the ESL Teacher will provide a brief report of the information at the above scheduled workshops.

The school secretary, para professionals, school aides and parent coordinator will each meet with the ESL Teacher for separate professional development. These meetings will be held from 3 p.m. - 5 p.m. on the following dates: September 22, 2011, October 13, 2011, November 17, 2011, and December 15, 2011. The four topics that will be covered during these meetings will be: How to Communicate with Non-English Speaking Families; How to Support ELLs Development of Social Skills and Social Language During Lunch and Recess; How to Communicate with ELLs in the Classroom; and How to Support ELLs in Completing Homework Assignments.

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?

1. 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 an interpreter is always provided as per the Parent's Preferred Language form. 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.

2. In collaboration between the New York City Brain Gym Collective and the Muscota Parent Association, parents of ELLs will be invited to attend a series of three 45-minute workshops on the benefits of kinesthetic movements on learning. The workshops will be from 7:15 p.m.-8:00 p.m. on the following dates which correspond to the listed workshop topics: January 11, 2012-Introduction to Brain Gym; March 14, 2012-Movements that Improve Listening, Speaking, Reading and Writing; and May 16, 2012-Movements that improve Organization and Comprehension.

3. We evaluate the needs of parents through all mediums of communication: one-on-one meetings, phone calls, emails, letters and the Literacy Nights for Families of ELLs. We ask parents to tell us their concerns, as well as their ideas, for building literacy at home. Once parents give us a topic they want to be addressed, we address it through one of the above mentioned mediums of communication; for example we discuss topics related to all parents at the Literacy Nights for Families of ELLs, or by providing all parents with information via email or our school website. For example, when a parent asked which language they should speak with their child, we explained it to them at one of the Literacy Nights for Families of ELLs and then followed up with a letter and an article in both English and Spanish addressing the topic, which was sent to all parents of ELLs.

4. Six Literacy Nights for Families of ELLs are scheduled for all families of ELLs, between 6:30 PM-7:30 PM. These will be held September 27, 2011, October 26, 2011, December 5, 2011, February 8, 2012, March 28, 2012, and June 6, 2012. During these evenings, the ESL teacher addresses topics that can provide families with the support they need to help their child improve his/her literacy skills in English. The topics include: 1) Family Orientation and Introduction to the ESL Program; 2) Setting up Homework Stations; 3) Building Literacy through Family Journals; 4) Building Literacy through Songs, Food, Stories and Traditions; 5) Emotional and Academic Support during Testing Periods; and 6) Maintaining Literacy through the Summer. In addition, families are encouraged to make their needs known to the ESL teacher so that she may address these needs at the Literacy Nights for Families of ELLs.

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	1	2	3	1									12
Intermediate(I)				2	2	1								5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	1		1		1	4								7
Total	6	1	3	5	4	5	0	0	0	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	1		4
4	1	2	2		5
5					0
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	3		1						4
4	2		3						5
5									0
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		2				4
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M314 School Name: THE MUSCOTA NEW SCHOOL

Cluster: 01 Network: 102

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.

Following are the data and methodologies used to assess The Muscota New School's written translation and oral interpretation needs. These procedures are completed within 30 days of the student's enrollment at Muscota. First, in order to obtain a list of the languages spoken by families of ELLs, the ESL Teacher, Christa Gesztesi uses the Home Language Identification Survey (HLIS) to collect the languages spoken by families of new students. Next, the Parent Coordinator, Denise Rodriguez, sends families who speak a language other than English the Parents' Preferred Language Form. The Parent Coordinator collects this information so that all communications are translated in the language preferred by parents of ELLs. In addition, the Parent Coordinator inputs this data into ATS and adds this information to the Student Emergency cards. The Parent Coordinator also shares this data with the ESL Teacher, who inputs it into the ELL Data Spreadsheet for her record keeping in the 2011-2012 ELL Binder. Thus, this is how we maintain an appropriate and current record of the primary language of each parent.

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.

Using the DOE's Parents' Preferred Language form, we have found 10 families of ELLs prefer to receive school communications in Spanish. There is one family whose native language is Albanian and one family whose native language is Hebrew. Neither family has requested to receive communications in their native language. However, our Guidance Counselor and School Based Support Team requested and used an Albanian/English interpreter from the Department of Education to insure we obtained sufficient information during an evaluation regarding their children's academic and social emotional needs.

Teachers and para professionals, the school administrators, the secretaries and aides, the school nurse, the guidance counselor and the school safety agent were sent a memo indicating the names of the 10 families who requested school communications be translated and interpreted in Spanish. The letter also explained how these staff members will insure school related communications are translated and that an

interpreter must attend all parent meetings. Lastly, the letter indicated that the staff should contact the Parent Coordinator to have communications translated or interpreted.

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.

The written translation services are as follows. Written school communication is distributed every Wednesday in a yellow "Family Folder." All letters and flyers are sent in English and Spanish. Such communications regarding school related activities will be translated by our Assistant Principal, Jo Marie Mounsey or our Aspiring Principal Josette Claudio. In addition, report cards and progress reports - including Muscota's narrative account of students' academic and social and emotional development, are also translated into Spanish for the 10 families who have requested so.

For written communications regarding DOE matters which are not readily available in Spanish, our plan is to request the translation services from the Translation and Interpretation Unit and/or DOE contracted vendors two-four weeks prior to the date the communications need to be sent.

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.

Our school provides oral interpretation services in Spanish to the 10 parents who requested oral interpretation on the Parents' Preferred Language form as follows. During all parent workshops, schoolwide - as well as - individual parent/teacher conferences; and meetings with the school nurse, the guidance counselor, the School Based Support Team, the school secretaries, and the administrators, interpretation is available for those 10 parents who have requested interpretation in Spanish. Oral interpretation is provided by Denise Rodriguez, the Parent Coordinator; Carmen Paredes, a Parent Aide; or Shera Thomas, a Parent Volunteer.

Our school is prepared to contract DOE-contracted vendors to secure oral interpretation for lower incidence languages as we did in the past

with our family from Albania.

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>.

Our 10 Spanish , one (1) Hebrew and (1) Albanian families have received a copy of "Parent Bill of Rights Guide to NYC Schools" in their preferred language as well as English in order for them to be aware of their rights regarding translation and interpretation services. All appropriate signs in each of the covered languages have been posted in our General Office, Parent Coordinator's office, Principal's office and in the ESL teacher's classroom so that any new and existing families are reminded that our school not only welcomes families speaking any languages but that we have available interpretation and translated services.

As a part of our school safety plan, in addition to informing staff of the 10 parents who requested translation and interpretation in Spanish, we have also sent a letter to these 10 parents informing them that we are prepared to provide them with translation and interpretation services. In this letter, we have explained that parents should contact the Parent Coordinator if they wish to initiate a meeting with a Muscota staff member or if they need any written school communication in their preferred language.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Muscota New School	DBN: 06314M
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Alison Sheehan
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 24 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This is the description for the Muscota After School Title III ESL and Math Instructional Program for ELLs:

Rationale: The goal of The Muscota After School Title III ESL and Math Instructional Program is to improve the mathematical proficiency of our Third and Fourth Grade ELLs. All of our Third and Fourth Grade ELL students are far below grade level expectations in Math. Limited vocabulary has been identified as the main area in need of improvement. Upon closer examination of our students' performance on state assessments in Math, we determined that our ELL students are unable to demonstrate their computational skills because of an inability to understand both the academic and technical language. There will be two teachers who will teach the ELLs in this program and they will teach together in a team-teaching format. One of the teachers is the certified ESL Teacher and the second teacher is the certified Common Branch and Special Education teacher.

Subgroups and Grade Levels of Students to Be Served:

These are the grade levels of students to be served: There are 24 ELLs to be served.

There are 5 Kindergarten General Education ELLs and 1 Kindergarten Special Education ELL.

There is 1 First Grade General Education ELL.

There are 2 Second Grade General Education ELLs and 1 Second Grade Special Education ELL.

There are 4 Third Grade General Education ELLs and 1 Third Grade Special Education ELL.

There is 1 Fourth Grade General Education ELL and 3 Fourth Grade Special Education ELLs.

There are 2 Fifth Grade General Education ELLs and 3 Fifth Grade Special Education ELLs.

The subgroups being serviced are Newcomer ELLs (0-3 Years) and ELLs who have been receiving services for 4-6 years.

Schedule and Duration:

The schedule for the Winter Semester will be as follows:

The Third and Fourth Grade Group will be: Thursdays from 3:00 p.m. - 4:30 p.m.

The Fifth Grade Group will be: Fridays from 3:00 p.m. - 4:30 p.m.

Part B: Direct Instruction Supplemental Program Information

The schedule for the Spring Semester will be as follows:

The Kindergarten Group will be: Thursdays from 3:00 p.m. - 4:30 p.m.

The Second Grade Group - which includes 1 First Grade ELL - will be: Fridays from 3:00 p.m. -4:30 p.m.

The duration of the Muscota After School Title III ESL and Math Instructional Program will be for 5 months. There will be two semesters: The Winter Semester and the Spring Semester.

The Winter Semester (Third, Fourth and Fifth Grade groups) will be for 3 months from December 15, 2011 to March 15, 2012.

The Spring Semester (Kindergarten, First Grade and Second Grade groups) will be for 2 months from March 22, 2012 to May 18, 2012.

Language of Instruction:

English will be the language of instruction for the Muscota After School Title III ESL and Math Instructional Program.

and Types of Certified Teachers:

There will be 2 instructors: Christa Gesztesi and Jackie Meyerer. Christa is a certified ESL Teacher and Jackie Meyerer holds certification in both Common Branch and Special Education. They will teach this program in a team-teaching format.

In the Winter Semester, Christa Gesztesi and Jackie Meyerer will teach the Third and Fourth Grade Group on Thursdays and the Fifth Grade Group on Fridays.

In the Spring Semester, Christa Gesztesi and Jackie Meyerer will teach the Kindergarten Group on Thursdays and they will teach the Second Grade Group - with 1 First Grade ELL - on Fridays.

Types of Materials:

Following are the materials that will be used for the program: The Benchmark Math Explorer Series. This is a series of leveled guided reading non-fiction books that discuss the following math concepts: Multiplication and Division, Fractions and Equivalent Fractions, Two-Dimensional Shapes, Decimals, and Perimeter and Area.

The certified ESL Teacher will use the following strategies. One strategy is to explicitly teach Tier II and Tier III academic and content or technical vocabulary using the Repetition Cycle. The second strategy is to discuss and apply the math vocabulary and concepts using the Jigsaw strategy.

Part C: Professional Development

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

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

Begin description here:

This is the description for the Muscota Professional Development Study Group for Teachers of ELLs.

Rationale: The goal of the Muscota Title III Professional Development Study Group for Teachers of ELLs is to raise the quality of instruction for ELLs. The teachers of ELLs need support with using strategies that help ELLs comprehend and apply literacy and content area subject matter across all four language modalities: listening, speaking, reading and writing. The teachers will work together to analyze the work of ELL students in their respective classes, identify ESL Strategies that will help these ELL students, and review student work and revise strategies as needed. In addition, the certified ESL Teacher, Christa Gesztesi, will receive Professional Development from the CFN 102 Network Instructional Coach, Maria della Ragione.

The 7 teachers in the Muscota Title III Professional Development Study Group for Teachers of ELLs will be: the certified ESL Teacher, Christa Gesztesi; the Third-Fourth Grade ICT Teachers, Ellen Lee and Jackie Meyerer; the Fourth Grade ICT Teachers, Marisa Ayala and Tanica Brathwaite; and the Fifth Grade ICT Teachers, Jackie Avalos and Nancy Cashman.

The schedule and duration of the Muscota Title III Professional Development Study Group for Teachers of ELLs will be as follows. There will be four workshops, each workshop will be one hour in duration from 3:00 p.m.-4:00 p.m. The topics are listed next to the dates.

December 15, 2011 - SIOP Model Scaffolding: Increasing Wait Time: What is it? Why is it necessary? How do you increase wait time?

January 19, 2012 - SIOP Model Scaffolding: Increasing Wait Time: Analyze Student Work. What went well? How can we improve the way we apply this strategy?

February 16, 2012 - The Power of Our Words and Depth of Knowledge: Asking Open-Ended Questions: What are they? Why are they necessary? How do you ask them?

March 22, 2012 - The Power of Our Words and Depth of Knowledge: Asking Open-Ended Questions: Analyze Student Work. What went well? How can we improve the way we apply this strategy?

The schedule and duration for the Professional Development for the certified ESL Teacher from the CFN 102 Network Instructional Coach, Maria della Ragione will be the following dates from 8:30 a.m. to 11:30 a.m:

9/19/11 - New ELL Liaison support: Understanding your role and importance in ELL compliance and instruction at your building

10/11/11 - ELL Liaison PD: Universal Design for Learning, the new city expectations for equitable

Part C: Professional Development

learning for all!

11/21/11 - New ELL Liaison support: Building effective vocabulary instruction & bridging this to the mainstream classroom

12/13/11 - ELL Liaison PD: RTI and ELLs, the intersection, the considerations, the game plan

1/17/11 - New ELL Liaison support: Writing Quality IEP Goals with ELLs in mind

2/14/11 - ELL Liaison PD - Universal Design for Learning part 2

3/6/11 - New ELL Liaison Support: NYSESLAT: How to organize your schedule to effectively administer the test

4/17/11 - ELL Liaison PD - Getting our students NYSESLAT Ready without sacrificing curriculum! How to build in seamless test prep!

5/8/11 - New ELL Liaison Support: Breath! How to juggle the test, annuals, servicing!

6/12/11 - ELL Liaison PD - Flexible scheduling and how to best support the ELL structures in our building during June planning and organization

Part D: Parental Engagement Activities

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

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

Begin description here:

This is the description for the Literacy Workshops for Families of ELLs.

Rationale: The goal is to teach families how to support their child's language development. All 24 families will be invited to the Literacy Workshops for Families of ELLs.

Schedule and Duration:

There will be four Literacy Workshops for Families of ELLs. The duration will be two hours per workshop from 6:00 p.m. to 8:00 p.m. Following is the schedule. The topics are listed next to the dates.

Part D: Parental Engagement Activities

January 10, 2012 - Read Aloud and Ask Identifying Questions
 February 14, 2012 - Read Aloud and Ask Expository Questions
 March 13, 2012 - Read Aloud and Ask Inferential Questions
 April 3, 2012 - Read Aloud and Ask Application Questions

The provider will be the certified ESL Teacher, Christa Gesztesi.

Parents will be notified of the Literacy Workshops for Families of ELLs as follows. The certified ESL Teacher will send families of ELLs a letter in English and Spanish with a slip at the bottom for the parents to sign, cut and return so they may RSVP to attend the workshop. The ESL Teacher or the Parent Coordinator, Denise Rodriguez, who is bilingual in English and Spanish, will contact any families who did not RSVP and encourage them to RSVP.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	$\$50.06 \times 28 \text{ hours} = \$1,401.68$ <hr/> $\$50.06 \times 8 \text{ hours} = \607.20 <hr/> $\$50.06 \times 2 = \$110.12 \times 60 \text{ hours}$ (12 hours per month x 5 months) = \$6,607.20	Per session x 7 teachers to attend the 4 hours of ESL PD Study Group <hr/> ESL Teacher's per session x 8 hours of Parent Workshops <hr/> Per session x 2 instructors x 12 hours of instruction (3 hrs/week) for the Math Instructional Program for 5 months
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	$\$535 + \$535 + \$535$ <hr/> $\$326.30 + \$326.30 + \$326.32$	Benchmark Math Explorers Topic Set: Multiplication and Division; Fractions and Equivalent Fractions; and Two-Dimensional Shapes <hr/> Benchmark Math Explorers Book Sets: Multiplication and Estimation; Decimals; and Perimeter and Area
Educational Software		

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL	11,200	