



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MUSCOTA NEW SCHOOL

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 ORMOND	*UFT Chapter Leader or Designee	
AMY SLATTERY	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
KATIE SOARES	Member/	
TROY SCHREMMER	Member/	
KEVIN KUNKEL	Member/	
MARCELA	Member/	
JACKIE MEYERER	Member/	
LESIA WILDER	Member/	
DAYNA BEEGUN	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2013 we will increase the rigor, coherence and alignment of the Muscota New School curriculum by developing 6 interdisciplinary units of study across grades K-5 that are aligned to the CCLS for Reading and Writing

Comprehensive needs assessment

- Areas in need of improvement identified in the Quality Review include increasing the rigor, coherence and alignment of the school's curriculum with key standards
- Only 38.5% of students demonstrated proficiency on the ELA NYST in the 2011-2012 school year

Instructional strategies/activities

a) Strategies/activities that encompass the needs of identified student subgroups

- School wide focus on writing that responds to the ideas, events, facts and arguments presented in "text"
- School wide utilization of Universal Design for Learning (UDL) strategies within each lesson to facilitate learning for each learning style, and population of learners
- School wide focus on CCLS Speaking and Listening Standard 6, "Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate," across all disciplines
- Monthly inquiry group led by ESL teacher on increasing the rigor of vocabulary instruction and implementation in the classroom, with a focus on examining student work products, providing peer feedback, and improving practices as a team
- Weekly, 90 minute common planning time across all grades
- Weekly 45 minute common planning time for the art teachers
- Use of protocols for analyzing student work
- Integration of field trips and arts into units of study
- Lunchtime and after school programs facilitated by the Guidance Counselor, ESL teacher, and parent volunteers to build confidence and resiliency in communicative, reading, and writing education and in testing circumstances

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

c)

- Integration of technology and smart boards into lessons to facilitate multiple entry points for all students
- Push in services from ESL teacher during reader's workshop
- Push in services from SETTS for reading and writing rotations
- Hiring of an F-Status literacy coach to support teachers in developing rigorous, interdisciplinary curriculums that focus on implementing data from base, mid, and endline standards based performance tasks within each unit of study

- Formal and informal observations using the Danielson Framework for Teacher Practice

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

- Weekly K-5 vertical inquiry team meetings to analyze student work, assessments, rubrics, and lesson alignment to the Danielson Framework for Teaching to ensure school curriculum connects meaningfully and authentically across all grades
- Weekly, inquiry based, cohort meetings that focus on creating assessments that aligned with the curriculum, that offer effective feedback to students, and that allow for data driven lesson planning to facilitate student progress towards standards
- Weekly inquiry-based arts cohort meetings to identify students based on NYST data, and use arts education as an of intervention support to promote higher academic achievement in ELA
- Teacher led Professional Developments on utilizing the Danielson Framework for Teaching, Universal Design for Learning, assessments, technology, and arts integrations, to help maximize within-school teacher resources and talent
- Teacher designed and facilitated parent workshops on test preparedness

e) *Timeline for implementation*

- September to June

Strategies to increase parental involvement

- Provide families with a weekly 'Wednesday Yellow Folder' to inform parents about school-wide units of study, ways the units are being brought into traditional community events (such as weekly Town Meetings, Winter Concerts, Dance Performances, etc.)
- Requiring parents to sign students daily reading logs to ensure the appropriate books are in the "Just Right Reading" bag.
- Encourage parent volunteering and assistance with unit-aligned community events
- Reach out to parents and community members to participate in bringing their own knowledge and talents within the interconnected thematic units into the classrooms
- Provide parents with clear and meaningful progress reports that clearly identify gaps in learning domains.
- Provide parents with direct feedback based on the CCLS via five-times per year progress reports.
- Ensure clear protocols for parents to arrange appointments with teachers to discuss student performance.
- Providing parents with once monthly 'Coffee with Camille' where parents can bring questions or concerns related to reading and writing instruction, as well as the Muscota New School curriculum, to the principal in an informal setting.
- Provide a school-wide calendar early in the year to ensure parents can plan in advance to support their children within each unit of study, and can know when each type of reading and writing assessment will take place and when progress will be reported
- Maintain a school website where teachers can upload and update school-wide curriculums, and offer parents an opportunity view rubrics that are being used for each writing unit, as well as homework assignments, test preparation materials, and updates on any assignment or testing dates so parents can be engaged and informed in their child's ELA education
- Conduct parent workshops with topics that include teaching parents about testing, teaching parents about online programs used to support

reading and writing curriculums, understanding progressive education as it pertains to meeting the reading and writing CCLS, and understanding educational accountability grade-level curriculum and assessment expectations

- Provide time and space for the Parent Association to host its monthly meetings (alternating between mornings and evenings to provide working parents with an opportunity to attend), which can be used as a forum to communicate additional parental involvement in student education. Free childcare is available at each meeting, and is also translated in Spanish to allow a larger population of parents to participate
- Encouragement of parent attendance at monthly SLT meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2013 Muscota New School students will improve their mathematical problem solving skills as evidenced by 75% of students demonstrating proficiency on a math performance task requiring students to model with mathematics, construct a viable argument and critique the reasoning of others

Comprehensive needs assessment

- Areas in need of improvement identified in the Quality Review include developing teaching practices and lessons that are suitably challenging and engaging to all students
- Only 5% of students achieved a Level 4 on the Math NYST
- Only 42.7% of students demonstrated proficiency on the Math NYST in 2011-2012

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 math intervention blocks that include specified instruction for Tier II students, as well as targeted instruction for all students via the rotation model
- Lunchtime and after school programs facilitated by the Guidance Counselor, ESL teacher, and parent volunteers to build confidence and resiliency in mathematical concepts and mathematical practices
- Frequent Professional Developments to support teacher ability to create rigorous tasks with a high thinking demand, by using the depth of knowledge matrix
- Frequent Professional Developments to support alignment of TERC Investigations with CCLS
- Application of mathematical understanding during Science instruction
- Regular assignment and teacher/student review of homework that reinforces math skills
- As part of an inquiry cycle, K-5 vertical teams review math data to drive instruction

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

- Math content specific trade books for each classroom
- Student computers used to facilitate web based math intervention programs
- Push in services from ESL teacher during math blocks
- Push in services from SETTS for math rotations
- Consistent and coherent standardized assessments of grade specific math standards to monitor student progress
- Teacher designed and facilitated parent workshops on CCLS
- Formal and informal observations using Danielson's Framework for Teacher Practice

- Hire a per diem Science Teacher
- 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 need
 - 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
 - Grade specific meetings for teachers to develop and implement integrated curriculum maps with comprehensive project based performance tasks aligned to the Common Core Standards
 - Weekly inquiry-based arts cohort meetings to identify students based on NYST data, and use arts education as an of intervention support to promote higher academic achievement in Math
 - Teacher-designed CCLS assessments given as baselin and endline data collection tools gathered school-wide to determine state of the school and facilitate the creation of additional programs and instruction, as necessary
- d) *Timeline for implementation:*
- September to June

Strategies to increase parental involvement

- Provide parents with 'letters from the classroom' updating parents on mathematical thematic unit being studied. The letter may include tips on how to support the students through games, related texts, and what readiness at the end of unit looks like.
- Provide parents with clear and meaningful progress reports that clearly identify gaps in learning domains.
- Provide parents with direct feedback based on the CCLS via five-times per year progress reports.
- Ensure clear protocols for parents to arrange appointments with teachers to discuss student performance.
- Providing parents with once monthly 'Coffee with Camille' where parents can bring questions or concerns related to math and testing to the principal in an informal setting.
- Provide a school-wide calendar early in the year to ensure parents can plan in advance to support their children within each math unit, and can know when each assessment will take place and when progress will be reported
- Maintain a school website where teachers can upload math curriculums, homework assignments, test preparation materials, and updates on any assignment or testing dates so parents can be engaged and informed in their child's math education
- Conduct parent workshops with topics that include teaching parents about testing, teaching parents about online programs used to support math learning, understanding progressive education as it pertains to meeting the math CCLS, and understanding educational accountability grade-level curriculum and assessment expectations
- Provide time and space for the Parent Association to host its monthly meetings (alternating between mornings and evenings to provide working parents with an opportunity to attend), which can be used as a forum to communicate additional parental involvement in student

education. Free childcare is available at each meeting, and is also translated in Spanish to allow a larger population of parents to participate

- Encouragement of parent attendance at monthly SLT meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2013, a system and structure for Response to Intervention will be utilized to identify, support, and raise student achievement in ELA for grades 1-5 through the use of a designated Intervention Team, scheduled daily targeted intervention periods, rigorous and standardized assessment and progress monitoring systems, teacher training in research-based intervention programs, and optimization of teacher skill base to provide intervention services.

Comprehensive needs assessment

- Incoming grade populations in fall 2012 demonstrated high percentages of students not meeting end of year standards in ELA (40.5% incoming 1st grade students; 14.6% incoming 2nd grade students; 16.7% incoming 3rd grade students; 35% incoming 4th grade students; 35.1% incoming 5th grade students)
- Average of 47.7% of students demonstrated a negative discrepancy between ELA NYST scores (levels 1 and 2) and school-based assessment data (reading at or above standard) demonstrating need in standardized, rigorous assessments that accurately reflect standards assessed, and early identification of specified areas of need for students at risk of not meeting core standards

Instructional strategies/activities

a) Strategies/activities that encompass the needs of identified student subgroups:

- School-wide standardized assessment schedule that includes universal screenings with the Developmental Reading Assessment II in September and June, and standardized periodic progress monitoring assessments for students in Tier II instructional groups
- Professional Developments on administering standardized and accurate assessments for all students
- Data-driven creation of Tier II cross-grade instructional groups based on lowest 15-20% of students requiring additional instructional support achieve grade level standard
- Periodic grade-cohort data conversations post-assessment period with data specialist and literacy-curriculum director to determine data-driven Tier I instruction, and determine instructional plan/strategies for Tier II student groups during daily targeted instructional
- Designation of school-wide daily literacy period reserved for targeted instruction for all students with identified SMART goals, with the allowance for all students in Tier II groups to receive additional instruction without interruption from core literacy curriculum
- Professional Development opportunities, trainings in research-based intervention programs, and rigorous administrative feedback systems to ensure high quality Tier II instruction
- Creation of designated Intervention Team comprised of staff members with administrative and instructional specialties to organize and implement assessment schedules, create Tier II groups, provide direct services to identified Tier II groups, provide ongoing indirect services to students via teacher support, and act as a referral team for individual students requiring Tier III services, potentially providing these Tier III services, and making referral decisions to school-based Pupil Personnel Team or Committee on Special Education for special education services.

b) *Key personnel and other resources used to implement these strategies/activities:*

- Intervention Team comprised of administrators, special educators, and assessment/data coordinator which meets a minimum of once per week
- Utilization of flexible scheduling for special educators, ESL teacher, and teachers with additional literacy instructional specialties to act as Tier II group teachers
- Purchasing of Developmental Reading Assessment II complete kit for each classroom
- Purchasing of Developmental Reading Assessment II Progress Monitoring complete kit for each classroom
- Designated Data Coordinator to collect, analyze, and present assessment information to teachers and administrators regarding student achievement and progress
- Providing Professional Developments by teachers, coaches, and specialists on administration of assessments, intervention program trainings, and instructional strategies to utilize within Tier II groups
- Purchasing and providing training for literacy intervention programs, such as Foundations, Recipe for Reading, and Fountas and Pinnell

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

- 90 minute Grade-Cohort meeting every 6-8 weeks with data coordinator to discuss assessment results and determine academic planning, with the assistance of a literacy specialist
- Weekly grade-cohort meetings to discuss student progress
- Weekly Intervention Team meetings to review RTI process implementation, conduct inquiry into individual students, and determine if Tier III intervention strategies are required for any students not demonstrating sufficient progress after a minimum of 2 Tier II group cycles, as well as determine if students who have not benefited from a minimum of 6 weeks Tier III intervention require further assessment from the school-based Pupil Personnel Team or Committee on Special Education

d) *Timeline for implementation*

- September-June

Strategies to increase parental involvement

- Effectively communicate with parents early in the year pertaining to the implementation of RTI at Muscota, and inform parents of the assessment process that help to identify students at risk in ELA so that supportive services can be provided
- Provide a school-wide calendar early in the year that allows parents to know when school-wide assessments will take place so parents can be informed as to the timeline of progress monitoring student achievement
- Provide parents with clear and meaningful progress reports that clearly identify gaps in learning, and allow parents of those students eligible for Tier II support and understanding of how those students were identified, how they will be supported academically, and when progress will be monitored to determine next steps
- Provide a clear protocol and procedure and forum for parents to bring concerns they may have about their child's abilities in ELA subjects to the teachers, and then if necessary to the Intervention Team, who then collaborate to determine an intervention plan

- Allow teachers to utilize parent volunteers within their classrooms to help support targeted small groups for instruction, such as having parents conduct reading groups, read alouds, and many writing activities, which helps the teacher better target identified student groups
- Provide parent workshops that help explain assessments (including how performance tasks are utilized), and data, and any other information that is reported to parents that may be more complicated or confusing so that all parents feel informed and knowledgeable about expectations to meet the standards
- Encouragement of parent attendance at monthly SLT meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Recipe for Reading; Foundations; Fountas and Pinnell; Words their Way, Reciprocal Teaching; Patterned Reading	Data-driven small groups; one-to-one; parallel teaching model during identified intervention period	During the school day; Before school; Saturdays; Extended Day; At risk ESL periods
Mathematics	Number Worlds; targeted small group instruction; STAMS intervention math program	Data-driven small groups; one-to-one; parallel teaching model during identified intervention period	During the school day; Saturdays; Extended Day
Science	Supplemental periods of science instruction; UDL based project learning	Push in classroom instruction by science coach; indirect instruction to classroom teachers to facilitate the use of project based learning	During the school day
Social Studies	Non-Fiction social studies based reading and writing groups; Social studies inclusion in all ELA units of study	Data-driven small groups; one-to-one; parallel teaching model during identified ELA intervention period	During the school day; At Risk ESL periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Direct service in emotional and social skill instructional support; Direct service in conflict resolution; Indirect teacher support/instruction in social-emotional classroom differentiation; Speech/Language communication and language processing	Direct service push in and pull out, Indirect service (observations, teacher meetings, parent meetings, etc)	During school day; Weekly PPT meetings for indirect service with teachers and providers; Extended Day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- 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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED**

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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
SIFE	0	ELLs receiving service 4-6 years	7
		Special Education	9
		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. [i](#)

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 application.

The remaining three Newcomers each scored an Advanced level on the NYSESLAT. These students will be receiving 180 minutes of ESL instruction. 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 to help students incorporate new Tier II and Tier III vocabulary into their writing.

c. 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 scored a level of Beginning than did females. Therefore, in order to provide truly differentiated instruction for our Long-Term ELLs, we will provide one additional 90-minute period of instruction for this group of seven boys; and one additional 90-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 certified ESL provider. The boy's group will use curriculum taken from the Boys Council, a social and emotional program, and take place in the afternoon one day per week. The girl's group will use curriculum taken

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 NYSESLAT, as well as skills that are individual to the student as seen through data and anecdotal notes.

Additionally, the instructional strategies for the boys group will incorporate kinesthetic activities to address the learning styles of males, in particular their need to understand how things work. With respect to girls, the instructional strategies will include more reflection and discussion. Each method will be used to address the learning styles of males and females, respectively. Consequently, this will support the development of oral language skills, which in turn support writing skills including, but not limited to: transitional words, complex sentences and Tier 2 and Tier 3 vocabulary.

Students will produce an additional narrative or non-fiction text depending on the genre being taught in that unit of study within the Teacher’s College Writer’s Workshop. Students will be assessed on this piece of writing with a rubric based on the Common Core Writing Standards for the genre being taught in the current unit of study in order to determine next steps. Students will also be assessed on their progress of the writing goals identified by the previously mentioned ELL Assessment Kit and the 2011 NYSESLAT.

d. Currently, Muscota does not have any ELLs who have been receiving services for six or more years. Nevertheless, we have a plan in place to serve these ELLs. First, a monthly meeting would be organized with the classroom teacher(s) and the ESL teacher. In this meeting, the teachers would analyze assessment data and conference notes to create monthly goals for these students. These goals would be taught by the ESL Teacher during an additional 45-minute period after school. In other words, this would be taught in addition to the mandated number of ESL minutes. Therefore, this class would be on a Thursday, as this is not an Extended Day at Muscota.

6. One instructional strategy teachers of ELL-SWDs use that provide access to academic content areas and accelerate English language development is small group instruction. In an ICT class, ELL-SWDs are grouped heterogeneously by language proficiency and homogeneously by grade-level and academic skill level. The other instructional strategy is the SIOP Model, which provides: longer wait time, pair and group work, Total Physical Response, use of manipulatives and realia, choral repetition, and language prompts.

The grade-level materials teachers of ELL-SWDs use that provide access to academic content areas and accelerate English Language development include: www.schooltube.com content area videos to pre-teach and build background for content area concepts; and Web-Quests, which ELL-SWDs follow and use to answer questions that give them information from Internet Websites in order that they acquire content area knowledge and vocabulary (Tier III).

7. The Muscota New School uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs through the ICT-model. ELL-SWDs are placed in classrooms with General Education non-ELLs to ensure they have access to the same rigor as their General Education non-ELL peers. During literacy instruction, ELLs are pulled out and instructed in small groups as explained above, by the certified ESL Teacher. During content area instruction, the ESL teacher pushes in to the ICT classroom and in this way, the ELL-SWDs receive language support from the ESL Teacher and content area support from the classroom teacher who is leading the lesson. For both literacy and content area instruction, goals are identified by the classroom teachers and the ESL Teacher every 6 weeks. In addition, the classroom teachers and the ESL Teacher meet every other week to scaffold the lessons using the SIOP Model of instruction as explained above.

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 speak. Do not include:

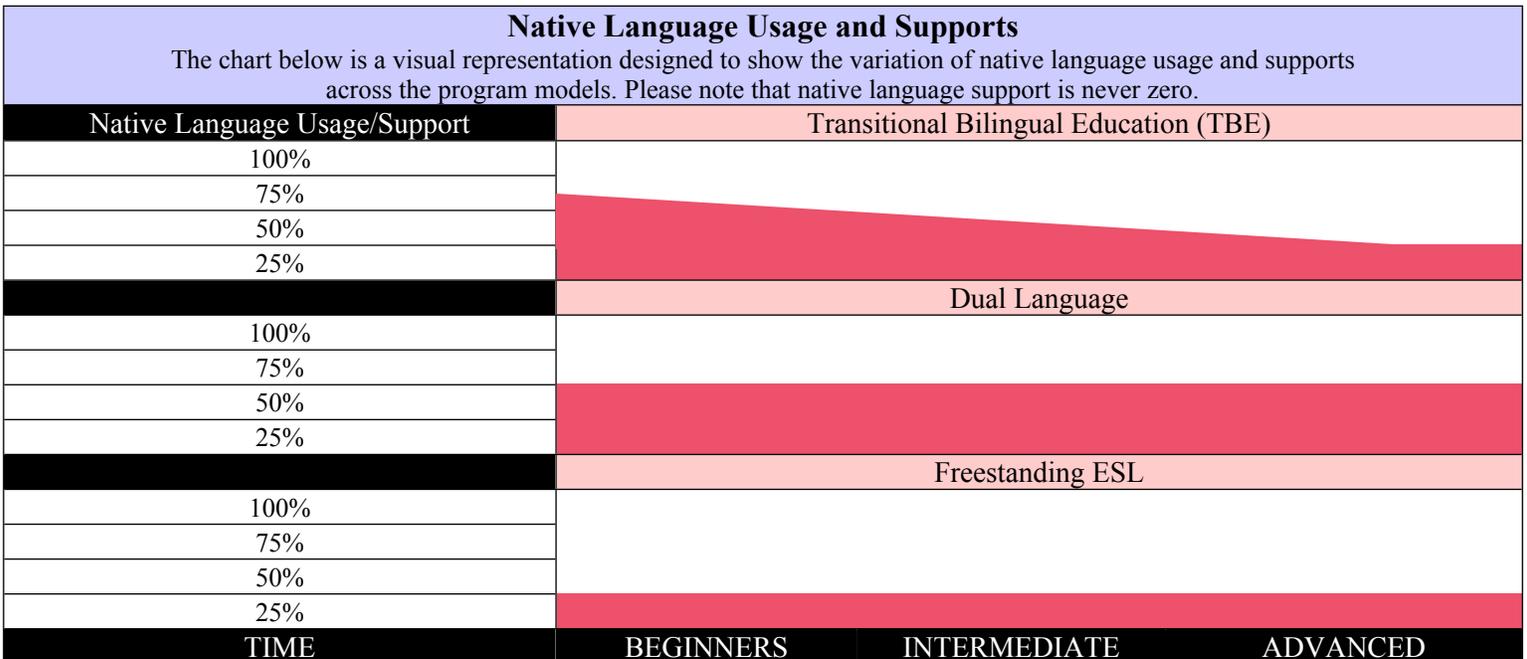
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

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



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

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 Meyer. 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.

16. During the third week in August, prior to the new school year, newly enrolled ELL students and their families are invited to an orientation provided by the certified ESL Teacher and the Parent Coordinator. These two staff members provide a tour of the school, an informational meeting regarding instructional practices and academic expectations, and a question and answer session followed by lunch.

17. N/A

C. Schools with Dual Language Programs

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

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
Advanced (A)	1		1		1	4								7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		2				4

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

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

1. Our school uses several assessment tools to assess the early literacy skills of our ELLs. The ESL Teacher administers the Rigby ELL Kit twice during the academic year: once in September and once in June. Classroom teachers administer the DRA in September and again in May. The ELL Periodic Assessment is administered to ELLs in grades three-five in October and in March. The NYSESLAT scores from the prior year are also used to inform instruction. In addition, teachers have created a writing rubric by grade level and genre (narrative, informational, and opinion) that is aligned to the new Common Core Standards to evaluate students writing progress within the thematic units of study. Also, the classroom teachers and the ESL teacher use conference notes to record ELLs progress towards unit and lesson goals. All of these assessments provide us with data relating to phonetic awareness, sight words, reading accuracy, reading fluency, listening and reading comprehension, and speaking and writing skills. This informs our instructional plan by enabling teachers to instruct students according to listening, speaking, reading, writing and phonemic awareness skills and differentiating within these groups to target specific skills needed to move developmentally along academic and linguistic (i.e. Second Language Acquisition) continuums.

The data collected from the Rigby ELL Kit revealed that writing was the modality in which students scored the lowest. The Rigby ELL Kit Writing Continuum is based on six levels of language development, Level 6 is the highest, which indicates a proficient level that is on grade level. Out of 24 ELLs, three scored a Level 4; 12 scored a Level 3; two scored a Level 1; and seven scored below Level 1.

2. LAB-R data was collected for five incoming Kindergarten students. Five out of six students scored a Beginning Level on the Listening/Speaking and one student scored an Advanced level. All six Kindergarten ELLs scored a Beginning level on the Reading/Writing section of the LAB-R.

NYSESLAT data for the 4 ELLs in the First and Second Grades, showed that no students scored proficient on the Listening/Speaking section. Two students scored Advanced and the other two students scored Intermediate. On the Reading/Writing section, 3 students scored Beginning and one student scored Advanced. Scores were higher across modalities in grades 3-5. NYSESLAT data for ELLs in Third - Fifth Grades showed that out of 14 students, 79% (11/14) scored proficient on the Listening/Speaking modality; and 21% (3/14) scored Advanced. In Third-Fifth Grades on the Reading/Writing modalities, 14% (2/14) scored Beginning; 36% (5/14) scored Intermediate and 50% scored Advanced. This data suggests two conclusions. The first is that there is a correlation between years of service and higher proficiency levels across all four language modalities. The second is that students score lower on the Reading/Writing modality than on the Listening/Speaking modality.

3. As noted above, the NYSESLAT data shows that students score lower on the Reading/Writing modality than on the Listening/Speaking modality and that more years of service enable students to improve their proficiency levels across all language modalities. This tells us that instructional time needs to be devoted to developing academic vocabulary, in particular CALP (Cognitive Academic Language Proficiency) and that more time needs to be given for students to develop proficiency. Thus, we will insure explicit academic vocabulary instruction in literacy and content area lessons, as well as facilitate pair and group work so that the vocabulary that is being used in academic conversations will then be more easily applied during reading and writing. In addition, classroom teachers will provide students with lists of academic vocabulary according to each unit of study. These lists will be posted in the classroom on chart paper, and will be accessible in students' ESL Folders. Lastly, more time will be given for students to learn and apply CALP during pair and group work discussions.

4a. ELLs at MNS do not take exams in their native language.

4b. The ESL Teacher uses the October ELL Periodic Assessment data to inform her instruction. By reviewing the scores in each modality and the types of questions in which students need support, the ESL Teacher can differentiate and supplement her lessons by incorporating more listening and speaking time to allow students to internalize academic language so they can apply both Tier 2 and Tier 3 academic vocabulary in their writing, as well as meet the Common Core State Standards in Language for each grade level. In addition, the ESL Teacher compares the data from the ELL Periodic Assessment in October with the one in March to show growth within the modalities of Listening, Reading and Writing.

Next, the ESL Teacher gives this data to the principal and aspiring principals who then present the data to the staff during the staff's Wednesday professional development meeting after the October ELL Periodic Assessment. The data is analyzed and goals are added to classroom teacher's goal sheet and the ESL Teacher's goal sheet for each ELL. These goals are shared at the November Parent Teacher Conference. The process is repeated after the March Periodic Assessment so that goals that were met can be identified and new goals can be set to be met by June. These goals that were met and the new goals are shared with families at the March Parent Teacher Conference.

4c. As seen from the ELA data, ELL Periodic Assessment data, and the data from the Spanish LAB when students first entered PS 314, students in grades 3-5 who take the ELL Periodic Assessment are more proficient in English than in their native languages in the modalities of Listening/Speaking and Reading/Writing. Therefore, the native language is not used to support instruction.

5. N/A

6. During the months of August-October, we review our NYSESLAT scores and the LAB-R and Spanish LAB scores from newly enrolled ELLs. We use this data to create our Language Allocation Policy. The LAP is reviewed along with the CEP to ensure that we are meeting the needs of our ELL population. Meetings are held with our Parent Coordinator, Principal, classroom teachers, ESL Teacher and parents of ELLs to ensure that we are moving our ELLs toward proficiency in English. The first meeting is held in September to discuss the new data. The second meeting is held in November, after the first ELL Periodic Assessment results have been received, and the last meeting is held in April after the March ELL Periodic assessment results have been received.

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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.