



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE MUSEUM SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x333

PRINCIPAL: ARTHUR BROWN EMAIL: ABROWN26@SCHOOLS.NYC.GOV (CHECK EMAIL ADDRESS)

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Arthur Brown	*Principal or Designee	
Quiara Escobar	*UFT Chapter Leader or Designee	
Vanessa Rodriguez	*PA/PTA President or Designated Co-President	
Luis Mercado	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	
Towanda Banks	Parent Member/Title I Representative	
Lina Mendez	Parent Member/	
Alfreda Mendez	Parent Member/	
Eric Crespo	Parent Member/	
Jacqueline Mirdita	Staff Member/Secretary	
Lisa Edwards-Dieng	Staff Member/SLT Chairperson	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

- Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Principal and Asst. Principal Study Groups (September-June, ongoing)
- Identification and development of staff for shared leadership roles (ongoing)
- PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice
 - Teacher-teams looking at student work using the "Inquiry Process"
 - K – 2: Teachers are grouped in vertical teams and review/analyze student data (performance tasks, running records, Fountas & Pinnell Assessment data, monthly math assessments, end-of-unit writing publishings)
 - 3 – 5: Teachers are grouped in grade specific & vertical teams and review/analyze student data (performance tasks, running records, Fountas & Pinnell Assessment data, monthly math assessments, end-of-unit writing publishings, Acuity Assessment data, Benchmark Assessment data, ELA & Math Simulation data)
 - Development of Teacher's College and Math Curriculum Maps which include multiple entry points
 - RTI Study Groups (6 sessions, 1 hour each session, 4 teachers, 1 paraprofessional at per session rate)
- Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.
 - Sports & Arts in School Foundation After School Program
 - Teacher's College Consultants (2 staff developers each working 10 days)
 - Envision Math Professional Development Sessions (6 full days, 20 teachers)
 - Literacy Consultant Toni Mulraney (30 full days, 15 teachers in grades 2-5)
 - Network Support
 - Imagine Learning After School Program (3 teachers, Jan-April, 20 days per session rate)
 - "Learn It" After School Tutorial Program (3 tutors, twice a week, 20 days-Jan-April, approved SES provider)
 - Technology planning which includes the purchase of 13 Laptops for the AIS I-Ready Program
- Transparency; sharing information, problem solving, celebrations that include all stakeholders
- Principal and Asst. Principal and Extended Cabinet weekly meetings
- Monthly School Leadership Meetings (SLT)
- Monthly Grade Newsletters for staff members and parents, monthly student & parent calendars , distribution and displays of data (monthly, ongoing)
- Fall and Spring calendars for staff
- Staff Handbook, Non-Negotiables, Dates to Remember, Weekly Bulletin

-Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PA, Student Voices (3 – 5) & Peace Keepers (K – 2), community meetings with school leadership

-Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility

August thru June :

-Purposeful evaluation of use of resources by the principal and school leaders

-Coordination of resources and support from community stakeholders, external providers (Astor & Urban Health) , and grant funding

Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialists, guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year assessments, TC & Math benchmarks and utilization of end year evaluative tools. By January 2013 the following assessments will assist in monitoring our progress: Instructional walk throughs performed by school administrators and grade liaisons as well as Network members, Quality Review performed by Dr. Evelyn Castro in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, and inventory review.

By June 2013 we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para/School Aide per session for extended day learning and Saturday programs

-Teacher/Para per session for professional development, and data specialist

-NYSTL/School Library allocation/Software

- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction
- Purchased Services

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Deepen differentiation of instruction so that lessons engage all students, offer suitable challenge at appropriate levels, and emphasize rigorous habits to promote learning for all students.

o Differentiation of instruction remains inconsistent across classes. The scaffolding of tasks and activities is not fully developed. While some staff members provide the same activity limiting students’ ability to learn, others provide relevant and engaging activities based on the analysis of students’ needs. As a result, the work of the most challenged students and highest achievers does not look perceptibly different from the work set for the rest of the class. This limits some students’ opportunity to learn well.

- Ensure that all constituents consistently apply measurable and differentiated learning goals to accelerate student progress through regular, formal checks against measurable targets.

o The school is developing systems to set specific goals for subgroups and target students. Presently classrooms apply school and classroom goals. Teachers are learning to take running records, which are not yet consistently managed across classes. Students are unclear about their goals and some state that their goal in writing is to get a “higher level.”

- Strengthen the quality of curricular and instructional decisions to increase coherence of policies and practices for school-wide progress.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and curriculum maps which include multiple entry points
- A systemic approach of refining units of study
- Embedded formative and summative common assessments
- Development of at least 2 ELA & 2 Math CCLS based Performance Tasks (15 teachers per session rate, 20 days 2 hours each afternoon)
- Use of DOK in the planning of lessons & curriculum
- Collaboration of the Enrichment Team Members (art, drama, science, library & music) and classroom teachers to help develop engaging tasks and instruction
- implementation of the Envision Math Program which promotes the use of technology and manipulatives within everyday instruction
- implementation of the “Estrellita” bilingual program which uses manipulatives, games, and play to foster L1 instruction

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allows teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI) (Swanson & Deshler, 2003). RTI is a schoolwide initiative that has as its ultimate goal school improvement across the K-12 spectrum.

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, and grade liaisons. External support staff includes the Network personnel and external providers such as

Pearson, Teachers College, etc.

Targets to evaluate our progress, effectiveness, and impact will include:

- Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning August thru June 6-8 week cycles: development of units of study
- beginning August thru June Monthly Professional Development
- Completion of cycles of mini observations that reflect implementation of this work (Danielson Framework)
- By January, 2013 our Network will complete a full day instructional walk with the school leaders
- By January, 2013 completion of 3 mini-observation cycles, By June 2013 completion of 6 mini observations will be completed
- By January 2013 1 formal observations per probationary teacher and by June 2013 a minimum of 2 formal observations
- By June 2013 2 formal observations per teacher
- By March 2013 Completion of at least 4 Performance Tasks by each student
- RTI training bimonthly for all staff and implementation facilitated by our Network support specialists September thru June including development of a "core" RTI team
- Benchmarks and targets that demonstrate increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software

- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Structures are in place for school leaders to evaluate and adjust curriculum and instruction through regularly conducting formal and informal observations and learning walks. School leaders collaborate with the instructional team to review data, teacher needs, and set next steps. However, some evaluation lacks rigor and does not reinforce teachers' capacity to differentiate instruction in all classes to challenge every student's learning

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: " The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how

to promote it, the purposeful nature of teaching, and the nature of professionalism”(2007). In support of the work of teachers, our strategies and activities with timelines will include:

- PLCs around the framework which includes norming, professional reading/resources both internal and external, etc.
- A tiered professional development plan that provides for whole school and individual teacher support
 - One-to-one Conversations with all classroom teachers to develop Professional Goals
 - 1 cycle of Danielson Informal Observations/Visits per teacher
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher, January check-in for progress evaluation, June assessment, reflection survey and next steps).
 - Ongoing Data Dialogues
 - Monthly Professional Development Workshops and Lunch & Learns for classroom teachers
 - Cycles of Danielson Informal Observations/Visits with a focus on Danielson Framework 3d.
 - Cycles of Data Binder Reviews and Discussions
- Preparing teaching in CCLS’s and Citywide Instructional Expectations (ongoing)
- Preparing teachers in the use of RBI’s
- Formal and informal observations using a feedback and tracking progress (September through June, 4 to 6 week cycles)
- Identification of grade liaisons, instructional leads, coaches and opportunities for their support
- Assistant Principal Study Groups
 - Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.
 - Targets to evaluate our progress, effectiveness, and impact will include:
 - By January, 2013 our Network will complete a full day instructional walk with the school leaders
 - By January, 2013 completion of 3 mini-observation cycles, By June 2013 completion of 6 mini observations will be completed
 - By January 2013 1 formal observations per probationary teacher and by June 2013 a minimum of 2 formal observations
 - Teacher baseline, mid-year, end-year evaluations and self–evaluation
 - Teacher feedback sessions
 - Looking at Student Work protocol implementation
 - January (analysis of mid-year student periodic assessment data)
 - June through September: Analysis of state assessment data

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para per session for professional development, and data specialist
- Supplies/Materials to support instruction

stakeholders are able to understand the needs of all students.

-Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.

-Effective use of school social worker and the Astor Family Services to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence and lateness

-The dean will provide training for all staff in classroom management and behavioral interventions

- Opportunities for student voice and student choice

-Transitional supports (elementary to middle school and college and career readiness)

-Trips to colleges and universities for students

-Student activities/community involvement/afterschool opportunities

-Attendance plan and weekly attendance meetings

-Crisis intervention plan

-Establishment of student personal goals and future plans

-Monthly Parent Workshops:

- 4 ELA & 4 Math Common Core Workshop Series with the Principal, Parent Coordinator, Family Worker and the Math Coach
- 2 Envision Math Workshops with the Math Coach (after school per session rate, 6 afternoons for two hours)
- Monthly Round Table Meetings with the Assistant Principal, the Parent Coordinator, the Dean and Classroom Teachers (after school per session rate, 1.5 hours, 6 sessions)
- NYC Parent Academy
- Fire Safety & Health Related Parent Training and Workshops

-Student recognition events and celebrations

- Honor's Assemblies
- Perfect Attendance Assemblies
- Monthly Character Development Assemblies
- Curriculum Developed School Plays & Performances
- Museum Night
- Young Author's Night
- Science Fair

-Identification of community service and volunteer opportunities

- St. Jude Math-a-thon
- St. Jude Walk-a-thon
- Coat & Food Drives

-Identify external supports, community based organizations (CBO's)

- Astor Family Services
- Urban Health

Key personnel and other resources will include school leadership, teachers, social worker, paraprofessional, attendance team, network support, crisis paraprofessional, instructional leads, and external consultants.

Targets to evaluate our progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring, monthly, mid-year, final attendance rate)
- Decrease in student lateness as measured by 2011-12 monthly YTD attendance data
- Reduction in classroom management issues as measured by monthly incident report percentages YTD comparisons
- Reduction in student suspensions as measured by monthly YTD comparisons
- Increase in activities and afterschool participation as measured by monthly YTD comparisons
- Increase in academic achievement as measured by quarterly YTD comparisons
- Increase in parent involvement as measured by YTD monthly attendance comparisons

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

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- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Quality Review
May 2010

The school notifies parents of their child's progress and academic needs through a school-developed progress report in English and Spanish each semester. However, there is no regular school-wide method in place for achieving interim goals with appropriate timelines to keep families aware of student progress with next learning steps.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and

successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

-Utilization of current data to identify subgroups and analyze needs of individual students

-Planning and implementation of a family outreach plan

- Progress Reports, Monthly Calendars, Newsletters, Phone Calls, Classroom Websites

-Parent Orientation/Father-Daughter Dance/Mother-Son Dance/Open House for Parents/Museum Night

-Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office

-Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations)

-Monthly Parent Workshops:

- ELA & Math Common Core Workshop Series with the Principal, Parent Coordinator, Family Worker, and the Math Coach
- 2 Envision Math Workshops with the Math Coach
- Monthly Round Table Meetings with the Assistant Principal, the Parent Coordinator, the Dean and Classroom Teachers
- NYC Parent Academy
- Fire Safety & Health Related Parent Training and Workshops

-Student recognition events

- Honor's Assemblies
- Perfect Attendance Assemblies
- Monthly Character Development Assemblies
- Curriculum Developed School Plays & Performances
- Museum Night
- Young Author's Night
- Science Fair

Key staff that will support this work includes school leadership, parent coordinator, secretary, data specialists, social worker, school dean, community supports and our network support.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

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	Level-Literacy Intervention by Fountas & Pinnell Foundations, Wilson, Imagine Learning, Shared Reading and the I-Ready Online Program <i>Learn It Systems</i>	Small Group, One-to-One, After School Small Group Sessions and Extended Day Sessions	Before School, During School, Extended Day & After School
Mathematics	Math Diagnosis and Intervention System, Focus Math & I-Ready Online Program <i>Learn It Systems</i>	Small Group, One-to-One, After School Small Group Sessions and Extended Day Sessions	During School, Extended Day & After School
Science	“Measuring Up” Science Materials & Workbooks <i>Learn It Systems</i>	Small Group, One-to-One, After School Small Group Sessions & Extended Day Sessions	During School, Extended Day & After School
Social Studies	Social Studies through Literacy sessions <i>Learn It Systems</i> program	Tutoring, small group instruction	Extended day, During the school day (daily), after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anger Management, Sharing Skills, Developing Positive Social Emotional Skills through Cooperative Play & Positive Reinforcement	Small Group and One-to-One Sessions	During School Hours

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.

Recruitment

In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professional we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plants that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's Framework for Teacher (2207) as well as through student practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies (RBI's) are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

MUSEUM SCHOOL 08X 333 PARENT INVOLVEMENT POLICY (PIP)

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
MAY 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.

Major Recommendation

Quality Review May 2010
Page 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

2.2 School leader's vision 2.2 School leader's use of resources
 2.3 Systems and structures for school development 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Instructional strategies/activities

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program 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 IA Title IIA Title III Set Aside Grants
 Other

Service and program coordination

Major Recommendation

Quality Review May 2010
Page 5

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

3.2 Enacted curriculum 3.4 Teacher collaboration
 3.3 Units and lesson plans 3.5 Use of data and action planning

Annual Goal #2

Instructional Strategies/activities

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program 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 IA Title IIA Title III Set Aside Grants
 Other

Service and program coordination

Major Recommendation

Tenet 4 TEACHER PRACTICES AND DECISIONS

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching
student learning

_____ 4.5 Use of data, instructional practices and

Annual Goal #3

- Adopt and implement a research based framework for teacher effectiveness

Instructional strategies/activities

Budget resources and alignment

- Indicate your school's Title I status: School Wide Program _____ 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 IA _____ Title IIA _____ Title III _____ Set Aside _____ Grants
_____ Other

Service and program coordination

Major Recommendation
Tenet 5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH <input type="checkbox"/> 5.2 Systems and partnerships <input type="checkbox"/> 5.4 Safety <input type="checkbox"/> 5.3 Vision for social and emotional health <input type="checkbox"/> 5.5 Uses of data and student needs
Annual Goal #4 <ul style="list-style-type: none"> To provide all students with social and emotional supports that meets their needs and ensures success in their academic performance and preparation for next steps in school and college.
Instructional strategies/activities
Budget resources and alignment <ul style="list-style-type: none"> Indicate your school's Title I status: <input checked="" type="checkbox"/> School Wide Program <input type="checkbox"/> Targeted Assistance Program (TAP) <input type="checkbox"/> Non-Title I Select the fund source(s) that your school is using to support the instructional goal. <input type="checkbox"/> Tax levy <input type="checkbox"/> Title IA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title III <input type="checkbox"/> Set Aside <input type="checkbox"/> Grants <input type="checkbox"/> Other
Service and program coordination
Major Recommendation
Tenet 6 FAMILY AND COMMUNITY ENGAGEMENT <input type="checkbox"/> 6.2 Welcoming environment <input type="checkbox"/> 6.4 Partnerships and responsibility <input type="checkbox"/> 6.3 Reciprocal communication <input type="checkbox"/> 6.5 Use of data and families
Annual Goal #5 <ul style="list-style-type: none"> To increase parent involvement and outline how parents will share responsibility for improved academic achievement
Instructional strategies/activities
Budget resources and alignment <ul style="list-style-type: none"> Indicate your school's Title I status: <input checked="" type="checkbox"/> School Wide Program <input type="checkbox"/> Targeted Assistance Program (TAP) <input type="checkbox"/> Non-Title I Select the fund source(s) that your school is using to support the instructional goal. <input type="checkbox"/> Tax levy <input type="checkbox"/> Title IA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title III <input type="checkbox"/> Set Aside <input type="checkbox"/> Grants <input type="checkbox"/> Other
Service and program coordination

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 Debra Maldonado	District 08	Borough Bronx	School Number 333
School Name The Museum School			

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

Principal Mr. Arthur Brown	Assistant Principal Ms. Carmen Umpierre
Coach Mrs. Rosalinda Finiguerra	Coach Mrs. Nadia Perez Cruz
ESL Teacher Mrs. Gulay Ucar	Guidance Counselor Madeline Velez
Teacher/Subject Area Mrs. Pacheco Coordinator	Parent Vanessa Rodriguez
Teacher/Subject Area Ms. Valerio	Parent Coordinator Luz Gerena
Related Service Provider Mr. Michael Slesinski	Other Ms. DeVito, Ms. Calzado
Network Leader Ben Soccodato	Other Ms. Casal

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	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	13
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	1		

D. School Demographics

Total number of students in school	445	Total Number of ELLs	134	ELLs as share of total student population (%)	30.11%
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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. 

At P.S. 333x we have set structures in place to make sure parents understand the Home Language Identification Survey (HLIS) and the program choices. The parents are involved in completing HLIS to determine the child's eligibility for bilingual, Dual Language, and ESL placement. The HLIS is also available in any language translations. An informal oral interview in both English and/or Spanish takes place with the ESL teachers, Nancy Pacheco and Gulay Ucar. The ESL staff, as well as, the DOE translation department is on hand to assist the parents in the interpretation and completion of the survey in Spanish or any other language, to ensure they understand their choices for placement. After reviewing the HLIS for each student, we determine who is eligible for LAB-R testing. The Bilingual Coordinator then discusses with the parents the programs the school offers, after the parents have chosen the desired program during the parent orientation. The ESL teacher and the Coordinator administer the LAB-R test to students eligible for testing within ten days of entrance into the system. For students who did not pass the LAB-R and are Spanish speaking students the Spanish LAB will also be administer. After students have been identified as ELLs, the Coordinator conducts Parent Orientations. When we have a new student being admitted to the school, this process is continuously done.

Annually the coordinator prints out from ATS the RLER report to identify the ELL students who are eligible to take the NYSESLAT assessment. The Coordinator also utilizes the Department of Education ELL administrative calendar along with the Questar Assessment kit to ensure that all four components of the NYSESLAT is administer at the appropriate time. At the beginning of April the speaking component of the NYSESLAT assessment is administer. The other 3 components are also administer throughout the month of April and then is submitted to Questar. During the month of May the written component is hand scored by the ELL coordinator and the ESL provider and score grids are then submitted to the Department of Education. Every September the parents are informed of the final NYSESLAT report and language proficiency. The school community utilizes the data to form groups, placement and set goals. The school community also utilizes the NYSESLAT results to see if the school met the annual AMAO.

Aligning ELL Programs Based on Parent Choice

The Bilingual Coordinator in collaboration with the Parent Coordinator, administrators and teachers conduct Parent Orientation sessions throughout the school year where parents are informed on ELL program choices for their child. Parents of students who are entitled based on LAB-R and NYSESLAT results will be given an Entitlement or Continued Entitlement Letter. At these sessions, parents are once again informed about their choices and are given a Parent Survey an Entitlement letter-in their Native language. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD is viewed by parents which further explains and demonstrates program choices. If needed a translated version is provided. P.S. 333 also informs the parents on the curriculum, academic expectation, assessments, specifically the NYSESLAT assessment and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will be advised of their rights which is to go to the nearest school offering their program choice. After each parent orientation, the Bilingual Coordinator will also monitor

parent choices and keep the school principal abreast of parent choices. During these sessions, we ensure all parents' have an opportunity to talk to the ESL/ Bilingual coordinator and other parents to have a complete understanding of the programs available for their children. For those parents who did not attend the parent orientation the default program in which their child will be placed is the Transitional Bilingual.

At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis. The instructional programs for our ELLs, offered at PS 333 are a direct result of the parents' request, based on the completed parent survey and selection forms. The trend for parent choice of program for the past 2 years have been Bilingual or ESL program. This year 24 new comers. Out of those 24 students the parents who submitted a parent choice survey is as follow: 12 of those parents have chosen ESL, and 9 have chosen Bilingual Education. 3 Parents did not completed the survey and students were placed in a Bilingual classroom.

The ESL teachers then ensure that all selected forms are returned in a timely fashion and filed. Telephone calls are made to the parents as well as mailed reminders. Opportunities are also taken when parents come in to meet their child's teacher to create a learning plan with the family involved. Family meetings occur at least once a month. These meeting include information about the programs available, how to help children learn at home, and how to communicate with the child's teacher to improve learning. This way, parents of students who come in at any point in the year can still receive information about programs, make a program choice, and be involved in the school. Parents are also given bilingual resources such as dual language books so they can support literacy at home and be more involved in their child's education. We have a lending library for parents who are included ESL materials for adults, parenting books in Spanish, and other helpful resources put out by Colorin Colorado (website) and the National Education Association. All types of outreach (written, phone calls, meetings parents at dismissal) are taken to ensure parents have completed all proper paperwork, are involved in the educational plan for their child, and have all questions answered.

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	0	1	1								5
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Self-Contained	1	1	1	1		1								5
Push-In	1	1	1	1	1									5
Total	3	3	3	2	2	2	0	15						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	4

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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	34	0	2	2	0	2	0	0	0	36
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	75	0	17	19	0	1	4	0	0	98
Total	109	0	19	21	0	3	4	0	0	134

Number of ELLs in a TBE program who are in alternate placement: 3

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	9	7	16	0	0	3	0	0	0	0	0	0	0	35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			0											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other		0												0
TOTAL	9	7	16	0	0	3	0	35						

**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																		
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	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	12	20	25	11	16								96
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2												2
TOTAL	12	14	21	25	11	16	0	99						

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?

Delivery of Instruction

At P.S. 333, there are 3 bilingual classes (1 in grades K,1,2,5) and 1 special education bilingual bridge class, grades 4 and 5. In these classes, Spanish-native language arts and English as a Second Language are taught everyday. In the transitional Bilingual classes teachers are mandated to deliver 60-90 minutes in Native Language, Spanish. In an ESL push in program, all instruction is provided in English-about 360 minutes a week. The content area instruction is presented using the workshop model/sheltered instruction to develop background knowledge and comprehension and to facilitate learning in the second language. There are 2 ESL teachers, Ms. Ucar provides cluster, push-in ESL instruction for all grades on a daily basis but with a focus on grades k-2. It is recommended that the push-in program be provided for 90 minutes as opposed to 45 minutes daily. Mrs. Pacheco is our 3rd-5th grade push-in ESL provider. She also provides ESL AIS for grades 1, 3-5th grade students who have been classified as at risk. These teachers also service ELLs in Special Education classes. If students are not advanced, they will have an additional period per day of ESL. Both teachers attend grade meetings to ensure the ESL and mainstream curriculum is aligned to the new Common Core State Standards and that ESL students do not miss valuable materials. Ms. Pacheco also acts as a Bilingual/ESL staff developer, supporting teachers with assessment, data analysis, mentoring, professional development workshops and curriculum. All ESL is conducted in English.

A. Programming and Scheduling Information

The Bilingual/ ESL team is using assessments of Fountas and Pinnell in English and DRA in Spanish, EL-SOL in Spanish, ECLAS in English and informal anecdotal records to share information about students and work as a team to provide the most differentiated instruction for each ELL. The school uses a balanced literacy model for all instruction with infusion of arts, social studies and science. Bilingual teachers are using, on a daily basis, the Awards and Imagine Learning Program to support the ELLs in literacy. The mathematics program is Every Day Mathematics. Both languages are used in the bilingual program for all subjects, depending on students' language levels. We ensure that all beginning and intermediate ELLs receive 360 minutes of ESL and that advanced ELLs receive 180 minutes. We are also using the extended day schedule to provide further intervention for students in reading and writing, the areas where students need the most support.

Classes, both bilingual and ESL are heterogeneous. Students range from new arrivals to proficient. ELLs benefit greatly from being grouped with more English-dominant students who can model correct English. This grouping helps students to negotiate meaning and receive scaffold support by teachers and other students.

We are providing interventions to students based on homogenous grouping. There is a newcomer club offered during the day to provide much needed support for students. The goals of this include 1) Set individual goals with each child about what they want to learn in English, 2) Set language and content objectives for each session, 3) Acquaint children with school system, expectations, vocabulary needed to function in classroom, 4) Children will become intermediate on all parts of the NYSESLAT (speaking, listening, reading and writing). This will be provided on a daily basis to help bridge students into academic English and have more success in their classroom.

To ensure that all ELLs are appropriately evaluated in their native language the school utilizes EL-SOL assessments and Math Unit of study assessments are provided in their native language. If the need arises the assessments can be translated by the parent coordinator or an in house personnel or if needed someone from the Translation-interpretation unit from the DOE. The school also provides the Instructional targeted assessments (ITA) in Spanish to monitor student growth. Teachers also conduct formative assessments in the students native language to track progression.

Mandated Instructional Minutes

As referenced in the above section, students receive their allocated ESL instruction through both cluster and push-in. For example, students in ESL and bilingual classes are prepped by the ESL providers, who provide ESL through Math or Social Studies instruction in 45 or 90 minute blocks depending on NYSESLAT scores and level of the student. Also, the ESL teachers push-in to co-teach with the mainstream teacher. This allows students to receive differentiated ESL instruction through the content areas. In addition, this builds school wide capacity for differentiation by the ESL teachers modeling best practices to the other teachers.

Content Area Instruction

Bilingual Transitional Program

Students in K-2, 5th grade Special ed. receive mandated minutes of Native Language Arts (Spanish) daily through literacy and math. ESL is delivered through the content areas of science and social studies. Bilingual teachers utilize ESL scaffolding such as the SIOP model to make content comprehensible. This is supported by the Bilingual Staff Developer. New arrivals are given special attention during the newcomers club during the school day. They meet Monday through Friday for 45-90 minutes. ESL providers are also providing AIS for those ELL students who have been identify "at risk" during the school day. Many of these students also attend our Title 3 afterschool program.

ESL Push in Program

In an ESL push in program students receive all instruction in English. Ms. Ucar and Ms. Pacheco support the ESL students utilizing the SIOP model to ensure they understand the content. Language and content objectives are set for lessons. Teachers who work with these students utilize ESL methodologies. We want to ensure that the ESL students are receiving the same content as non-ELLs. Therefore, we use the same curriculum as the remainder of the school, but use specific teaching strategies to meet the needs of our students. This involves setting objectives, providing feedback, nonverbal cues, cooperative learning, summarizing, note taking, and family involvement. ESL providers also push in and provide AIS for those ELL students who have been identify "at risk."

ELL subgroups

o SIFE

i. Currently, we do not have any SIFE students. However, we have several students who have poor attendance patterns and whose

A. Programming and Scheduling Information

vacations get extended, therefore causing them to miss school. We monitor patterns in absence using ATS and ARIS in order to better support those students.

ii. We also create plans of action for those students in order to ensure they receive all interventions, such as small group instruction in classroom, extended day service, and Academic Intervention Service (AIS). They are also targeted for the Title III After-School Family Literacy program.

iii. Any student in the Bilingual/ ESL program who is more than a year below grade level receives small group AIS literacy with the Bilingual/ ESL staff developer in order to bring them up to grade level. Technology is used through laptops and the SmartBoard to aid them.

o 1-3 years

i. Students in the newcomer category make up the majority of our ELLs being that the school is pre-K through 5th grade. Therefore, we make sure that they are all receiving ESL allocation. We also progress monitor to ensure they are advancing on the NYSESLAT each year. When we notice a plateau, we plan increased support for that child in the modality that has not moved up. We also lesson plan in the ESL and Bilingual classes to ensure each lesson combines speaking, listening, reading and writing modalities. Many of these students also attend our Title 3 afterschool program which incorporates the Imagine Learning program. Currently we have 109 students in our school who fall under this category.

o 4-6 years

i. We have 21 students who have been receiving services between 4-6 years. We currently have 1 ELL student who have been held over. We have an extension of services plan for them. This included Tier 1 and Tier 2 interventions such as guided reading, small group instruction-AIS, Pull-Out intervention, and after-school program. For those students who still do not make progress, we always come up with a plan of action involving teachers and family during the Child Study meetings. We also have a writing club for the students who are advance but yet lack writing skills to pass the NYSESLAT assessments. This club runs Mondays through Thursday for 37 minutes.

o Long Term ELLs

i. Currently, we have 4 long term ELLs. The school conducts weekly Child Study meeting and the team of experts plan for these children. Currently, they are receiving mandated ESL services and Extended day services to meet their academic needs.

ii. In the event that a long term ELL enters our school, he/ she will receive small group AIS literacy with the Bilingual/ ESL staff developer in order to bring them up to grade level. Technology will be used through laptops and the SmartBoard to aid them. They will be enrolled in extended day and the ESL Imagine learning after-school program as additional intervention. Their parents will also be targeted for workshops and invited to participate in the Imagine Learning literacy after-school program.

o ELLs with special needs

i. Kindergarten-5th grade ESL students: These students will receive push-in ESL AIS support daily. Providers will use the Imagine Learning, Awards Reading program or Fountas and Pinnell Intervention program, which have been proven to be successful for both ELLs and students with special needs. Training and ongoing support will be provided to the teachers to ensure students are progressing. Students will be assessed using Fountas and Pinnell and Imagine Learning assessments. These students will also utilize the Acuity program that is based on the Targeted Instructional Assessment Database and interim checks will ensure the children advance in their phonemic awareness, fluency, and comprehension. Students will be service between 3-5 times a week, in small groups for a 45 minute block.

Teachers of Students who are ELLs and with Disabilities utilized either the Foundations or Wilson program to provide an enriched content. Teachers also utilize the Awards program and the Imagine Learning program to further support the progress of these students. Teachers also meet in inquiry teams, on a weekly basis-about 3 times a week to monitor progress and make adjustments accordingly to curriculum and planning. Many of these ELLs are also mainstreamed into a general educational setting during the school day to provide them with the opportunity for further rigor.

Courses Taught in Languages Other than English ⓘ

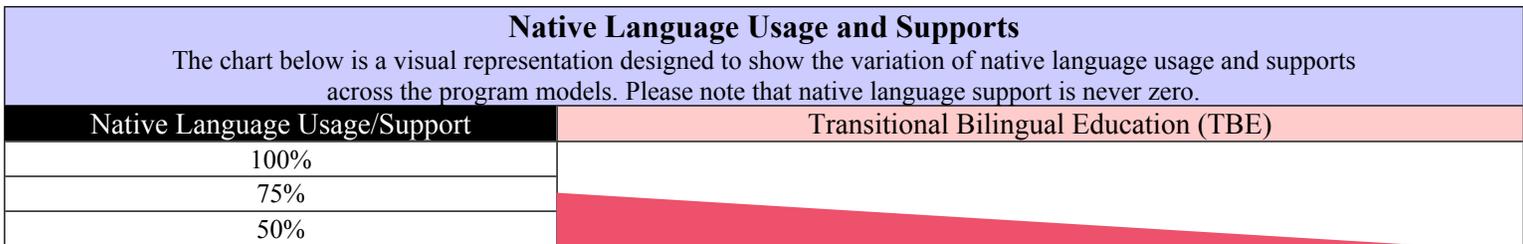
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Description of Targeted Intervention Programs:

- a. Smaller-groups for ESL will provide students with more individualized attention and differentiation during the school day in the form of AIS.
- b. New Arrival students will be part of our newcomers club during the school day, as well as, our afterschool program.
- d. The inquiry team has analyzed NYSESLAT and ECLAS data and determined the goal for extended day writing club will be writing development for ELLs who are at an advance proficiency level. All classroom teachers and providers will analyze student progress, and teaching the students during extended day as an intervention to help the students' writing improve. All teachers meet in teams at least 3 times a week to analyze work, create formative assessments and create performance tasks.
- e. Reading and Writing will be supported in the ESL classes by push-in support. This will drive instruction so that students' individual needs are being met. The focus on reading and writing is being addressed by this team of teachers, which includes the Bilingual/ESL staff developer, Data Specialist and Literacy Coach as well as classroom teacher. The findings from this inquiry-based intervention will be shared with administration and child study teams.
- f. In September, the Math Coach developed math baseline assessments. These assessments were standards based and gave the staff and instructional team members a basis as to where the students were coming into the school year.

The results of all ELL students were as followed:

Total % of students at level 1 = 24%

Total % of students at level 2 = 46%

Total % of students at level 3 = 27%

Total % of students at level 4 = 3%

In response to this data, the inquiry team (consists of teachers) meets with the Math Coach and Bilingual Coordinator to analyze their student data. Teachers learn to group their students according to ability and identify the needs of their ELL students. These students are then grouped together to receive guided instruction during the independent portion of the 90 minute math block. Students are assessed on a monthly basis and their progress is tracked from month to month as well as from the baseline assessment (conducted in September) to the mid year assessment and finally to the end-of-year assessment. ELL students who show that they are not making progress will begin to receive math AIS services beginning in January by the Math Coach as well as other instructional support team staff members. In addition, we have begun a new Data Driven Instruction Initiative. This initiative has been developed by the Math Coach to support teachers in teaching remedial skills and concepts based on the data. Two days a month (for K - 2nd grade students) and 3 to 4 days a month (3rd - 5th grade students) are reserved for these specific data driven lessons. The math coach meets with teachers on a weekly basis in order to assist in the planning of these lessons. The expectation is that these lessons are "exemplary" since these are skills students need to master as a foundation for grade level work.

Transitional Support for Proficient ELLs

o When students pass the NYSESLAT, the first step we take is notifying the parents in writing. Then, we follow up with a phone call or in-person meeting to discuss further supporting the child. We recommend continuation of ESL or bilingual support to ensure that the child transitions without lag to ELA. Students are also given the testing modifications for two years.

Programs to be continued based upon 2010-2011 success:

ESL Club

- o ESL Club for newcomers, across all grades, k-5, will continue during the school day, anywhere from 45-90 minutes. A certified ESL and Bilingual teachers runs these clubs. The goals of this program includes 1) Set individual goals with each child about what they want to learn in English, 2) Set language and content objectives for each session (Using SIOP model), 3) Acquaint children with school system, expectations, vocabulary needed to function in classroom, 4) Children will become intermediate on all parts of the NYSESLAT (speaking, listening, reading and writing). This will be provided on a daily basis to help bridge students into academic English and have more success in their classroom. They will also use the Fountas and Pinelle Intervention program, the Imagine Learning program and the AWARD reading programs to develop their literacy skills, which includes phonics, fluency, and comprehension.
- o One of our goals this year is to provide monthly PLC-Professional Learning Community meetings with teachers of ELLs . Our focus will be incorporating the new Common Core State Standards to daily plans and tasks, as well as, studying and incorporating the Danielson's Framework.

Programs to be discontinued:

In some classes where it was not feasible due to scheduling the Awards program had to be removed.

After school and supplemental services

P.S. 333 the Museum School has cluster classes in music, art, science and social studies. Students are eligible to participate in each of these classes as well as an art club. Students are included in Museum Night preparation throughout the year as well as monthly assemblies.

Students are invited to a 3rd-5th grades after-school test preparation program which runs from January to April.

P.S.333x will offer an afterschool program for ELLs beginning December 2011 and ending on March 2011. The Bilingual/ESL Coordinator will facilitate the program. The NYSESLAT and the ELA assessments were analyzed for the ELLs and it was determined that the focus for support must be on literacy. The purpose and goals for this program are as follow:

- o To increase and enhance the literacy and content area skills of ELL.
- o The students will strengthen their skills in the 4 language strands: Listening, Speaking, Reading and Writing, thereby accelerating their overall academic achievement.
- o Students who have not shown progress in NYSESLAT and ELA/Math assessments will be a priority.
- o Parents will also participate in learning English as a second language while helping their students.

This program will promote and allow:

- o Parents to visit the school on a more regular basis and build a culture of home/school connection.
- o Support families in social interaction and supporting their children in academics.
- o Get parents and children excited about literacy and ESL.
- o Children's academic standing and attendance will be increased during the regular school day due to the parent involvement in their education and increased knowledge of the English language.

Instructional Materials and Technology

- Bilingual leveled libraries with just right for me levels for students to read appropriate independent reading books
- Reading room for teachers to obtain guided reading books, big books, listening center/whole class books on tape
- Poems and professional development books (Alma Flor Ada, Freemand and Freeman, Heinemann, ASCD)
- School library for students and teachers to utilize
- NYSESLAT test preparation books (Continental Press)
- Many Rigby guided reading texts, big books, books on tape.
- Bilingual teachers are in the habit of sharing successful lessons and texts with each other
- Newspapers, magazines and other trade materials and libraries
- Internet for ESL research in content area
- SmartBoards used for model lessons by ESL/ Bilingual Staff Developer
- SmartBoard used for math and literacy; to present videos or lessons
- Imagine learning materials (Title 3 program)
- AWARD reading with computer
- o Award Big Books, guided reading books, CD-Roms

Native Language Support in a Transitional Bilingual Programs:

- All bilingual teachers use native language arts in their classrooms to support first language development of the children.
- All bilingual teachers utilize ESL methodologies to support the second language development of the children.

- All bilingual students receive between 60-90 minutes of mandated Native Language Instruction. However in this Transitional Bilingual Program the numbers of minutes change according to the needs of the students. The goal is to transition the class to an all day English instruction with support using the native language.
- ESL teachers use the native language of Spanish to send materials home for students that the family understands. Resources corresponds to ELLs age and grade levels
- The book room and library offer all levels of reading materials, and range in topic so that students can have high-interest, leveled materials. We need to boost our collection of low level high interest materials for older students who may be new arrivals or below grade level in reading.
- Awards reading materials are also differentiated to meet the needs of all our ELLs
Newly enrolled ELLs before beginning of school year
- Families meet with an ESL teacher and are given support in completing paperwork for the school. Interviews are conducted in their native language.
- Discuss with parents about the newcomers ESL Club which is conducted during the extended day, as well as, the after school program which is offer to ELL students.
- Our goal for this year in June is to send out by the next summer a “Welcome to our school” packet for students and their families to get better acquainted with the school. This could include educational resources for them to be using before the school year starts. It would be beneficial to include listening materials so the student could be listening to English books on tape during the summer in preparation for the coming school year.

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)?

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.

Professional Development

- 10 hours of English as a Second Language teacher training will be provided throughout the year
- Once a month bilingual/ ESL team planning meetings to analyze student data, plan for instruction, unit plan, and share resources. Coordinator will head meetings and provide support for the teachers.
- Teachers will also attend professional development provided by the CFN 532 throughout the year
- Push-in support to monolingual teachers to model scaffolding strategies for ELLs
- Workshop and meeting topics for all teachers include but are not limited to: what to do to support a new arrival, the writing workshop for ELLs, preparing for the NYSESLAT, guided reading for bilingual students, how to involve parents in literacy, holding ELLs to high standards with academic rigor, ESL through the content areas, aligning planning to the new common core state standards
- Teachers will be sent, in turn, to out of school professional development, which will be turnkeyed at monthly meetings
Teachers will also visit other schools that show best practices for ELLs

E. Parental Involvement

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

Parent Involvement

Ms. Gerena, our Parent Coordinator, Mrs. Pacheco, Bilingual/ ESL staff developer, and Ms. Ucar, ESL teacher, offer monthly meetings for parents of ELLs to assist their children in learning at home, and help them prepare for state tests including the NYSESLAT. As we learn of topics of interest, we will adapt meetings to meet the needs of the families. We are working closely with the parents to get them involved in the academic and social well being of the child. Our attendance is high at the meetings as evidenced by sign-in sheets and reflection forms.

Currently at P.S. 333 there is an active Parent Association that meets regularly and supports parents. All ELL parents are invited and included in participation of these events. The Parent Coordinator offers workshops in literacy, arts, homework help, and other topics of interest to the parents. There are meetings to inform parents of tests such as the ELA and math state tests and the NYSESLAT. Parents also have learned how to log into ARIS to review and monitor their child's progress. Jehovah Shammah Family Based Organization is currently offering family counseling and job training to parents at our school who request the services.

There are parent orientation meetings at the beginning of the year where parents are informed about their options for ELL programs. They view the DVD of parent choice, are given a presentation about the school's programs, introduced to the teachers, given an opportunity to ask questions, and also invited to bring dual language books home from the Parent Lending Library. Parent workshops are held throughout the year to support their needs. Such workshops as, how parents can help their child have a successful school year, how parents can help their child with homework, and how parents can help their child in literacy and math. Parents also are invited to assemblies each month to honor attendance, good citizenship, and see performances by the children. An Open House Night in September allows parents to meet the teachers and familiarize themselves with the school and curriculum. All school functions are bilingual in Spanish and English.

Students who are new to the school are met by the parent coordinator and ESL teacher. The parents are given the invitation to attend a parent meeting and learn more about options for the child. They are given materials in their native language. Teachers are expected to welcome students and scaffold instruction to support the child's language needs. The child will receive differentiation instruction from the bilingual or ESL teacher and all other teachers. They are assessed in English and Spanish to determine their reading levels and needs. Together, with inquiry team of teachers involved in educating the student, an educational plan is created to address needs, support new arrival transition, and ensure academic growth.

Parents of ELLs are invited to participate in the Imagine learning after-school literacy program where parents and students learn English as a Second Language. They are involved in rich, authentic literature and use the native language to support second language learning. The program is offered Tuesdays and Wednesday throughout the winter and spring semester from 3:30pm to 4:45pm. Parent surveys (Spanish and English) are taken extremely seriously at our school in order to ensure parent input as to needs of the school and how to improve. The parent coordinator, Luz Gerena, is in charge of administration of this parent questionnaire. The parent coordinator notifies administrative and committees of needs of parents. Workshops or meetings are then planned out to meet the needs of all of our parents here at P.S.333x.

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)	11	20	18	8	1	4								62

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	0	5	11	3	3								23
Advanced (A)	9	2	16	5	7	10								49
Total	21	22	39	24	11	17	0	0	0	0	0	0	0	134

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	2	1	0	1							
	I		3	7	3	1	2							
	A		13	23	9	7	6							
	P		1	6	11	3	8							
READING/ WRITING	B		17	17	8	1	4							
	I		0	5	11	3	3							
	A		1	10	5	7	9							
	P		0	6	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	5	1	0	10
4	7	7	0	0	14
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	1	1	7	0	2	0	0	0	11
4	1	4	7	0	4	0	0	0	16
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	2	2	2	0	8	0	0	0	14
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)	5	10	14	4				
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.

At P.S.333x we utilize the Fountas and Pinelle, ITA (Instructional Target Assessments), ECLAS and EL SOL, reading and writing simulations and the NYSESLAT results to group and plan accordingly to student's specific needs. For example, when we analyzed the levels of English proficiency (using the NYSESLAT) by grade, the data shows that grades 1 and 2 have more students at the advance proficiency level, 13 in grade 1 and 23 in grade 2. It also shows that in those same grade we have more beginning readers and writers. In grades 1 and 2, 17 students in each grade score at the beginning level in reading and writing. This data shows that more of our lower grades are advancing in the the last 2 modalities of the NYSESLAT assessment and language development. In grades 3-5 we have more students at the advance proficiency level for listening and speaking, 11 in 3rd grade, 7 in 4th grade and 8 in 5th grade. We also have more intermediate and advance proficiency level for reading and writing. In grades 2-5, 10 advance in 2nd grade and 6 proficient, 11 intermediate in 3rd grade, 7 advance in fourth grade and 9 advance in 5th grade.

We can use this data to see that the highest need in the school is reading and writing for our ELLs. Therefore, we are making school-wide initiatives to address this, including a focus on all the grades is reading and writing. Every teacher is devoted to targeting instruction for ELLs in reading and writing development, which will build capacity in the school for quality literacy instruction of ELLs. Every teacher will also study/track their progress through team meetings. Based on these studies, teachers will plan and modify lessons to best meet the needs of all our students Title III after-school literacy program will all be center on reading and writing with the teacher. In addition, we are continuing an ESL newcomer to differentiate for new arrivals. All teachers are involved in common planning in order to ensure students are advancing in reading, writing, speaking, listening. Across the bilingual classes there are far more students scoring advanced levels in the listening/ speaking section as opposed to reading and writing. There are multiple opportunities for professional development where teachers can acquire information on how to best prepare students for overcoming these hurdles in reading and writing. Bilingual teachers follow the same examples of monolingual classes by ensuring their students are held to the same high standards through the reading and writing workshop model with differentiation throughout. Bilingual and ESL providers also plan and share best practices in their monthly meetings. Coordinator also meets with these teachers to provide support at analyzing data, differentiating instruction, ESL methodologies and also reading and writing best practices.

Patterns across proficiencies and grades

Each grade, kindergarten, 1st, 2nd, 3rd and 4th showed a pattern of proficiency on speaking/ listening yet a need for reading/ writing improvement on the NYSESLAT, as evidenced by the data above. Therefore, we have created multi-teacher teams of inquiry around reading and writing to address the discrepancy. These teams of teachers meet weekly and plan for literacy intervention.

Analysis of Early Literacy Skills

The following assessment tools are used in our school to assess ELLs:

- Fountas and Pinnell English and DRA Spanish
- ECLAS (English) and EL-Sol (Spanish)
- NYSESLAT and LAB, LAB-Rs
- ITA (Instructional Targeted Assessment)
- Informal assessments by classroom teachers (pre and post unit assessments)
- ELE- Spanish exam
- E-PAL (2nd and 3rd grade)

The above assessments are used by the school in order to determine students who are at risk. When a student is below grade level, they are provided with extended day services, small group in-class instruction as well as extended day literacy intervention. Students who are below grade level in reading scores (Fountas and Pinelle and ECLAS) are entitled to receive small group AIS reading service in order to ensure they are on grade level. These students are tracked for 6-8 weeks and re-assess to determined progress. In an event where a student has not made the sufficient progress that is expected the students are then discussed in our school's Pupil Personnel Intervention Team. The team then decides what next interventions or steps need to be taken. ESL providers also conduct interim assessments utilizing materials from Rigby, Wilson or the Fountas and Pinelle Intervention program.

Native Language Use in Assessment

The school uses ELE, El-Sol and DRA in Spanish to assess the literacy levels of our ELLs in Spanish. This is used to inform guided reading, independent reading, shared reading, and the writing workshop in Bilingual classes. In addition, this data is used to ensure that students who need Native Language Academic Intervention Services are provided for. In all grades, students are assessed in both languages to best meet their needs. Families of ELL students are provided with native language library books from the Bilingual/ ESL coordinator in order to ensure they are aiding their child at home in the first language.

Evaluating the Success of Programs for ELLs

□ This is an area we are working towards improving in our school. We have in place informal ways of checking the progress of students, but there needs to be a systematic check and balance system on ESL instruction for our students. We need to annually assess the progress of students across the four modalities and have teachers share best practices for success. We have been analyzing NYSESLAT and reading scores throughout the year, but we need to go further in using this to drive instruction. Currently, we are reorganizing grade meetings so more time can be dedicated to analyzing student work in order to drive instruction. In addition, new interventions are being targeted for ELLs in reading and writing. The newcomer club, and inquiry teams in all the grades will be monitored each 6 weeks to measure progress. Teams are also creating differentiated performance task around school data and the new common state standards to monitor progress. The Coordinator will provide the ESL and Bilingual teams professional development on how to look at data and analyze it effectively to push practice forward.

□ The ELL team's goal is to work on a benchmark progress monitoring system for Beginner ELLs, intermediate ELLs, and advanced ELLs in order to ensure students are moving up proficiencies throughout the year and not just as the summative NYSESLAT. This exam will be given at interim checkpoints.

Our ELL teacher team, along with Principal, Assistant Principal and paraprofessionals, has come up with an annual plan to guide our instruction.

The ESL/ Bilingual teachers will be meeting once a month, the 3rd and 4th Friday of each month.

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.

The 13 teachers who currently work with ELLs and do not hold a Bilingual or ESL certification are 5 cluster teachers and 3 Special Education teachers and 5 General Ed. teachers. Students in these specific classrooms receive push in services by the ESL teachers.

Part VI: LAP Assurances

School Name: <u>The Museum School</u>		School DBN: <u>08333x</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Arthur Brown	Principal		
Ms. Carmen Umpierre	Assistant Principal		
Ms. Luz Gerena	Parent Coordinator		
Ms. Gulay Ucar	ESL Teacher		
Vanessa Rodriguez	Parent		
Mrs. Valerio	Teacher/Subject Area		
Mrs. Casal	Teacher/Subject Area		
Mrs. Nadia Cruz Perez	Coach		
Ms. Rosalinda Finiguerra	Coach		
Ms. Madeline Velez	Guidance Counselor		
	Network Leader		
Mr. Michael Slesinski	Other <u>Related Service Prov</u>		
Mrs. Pacheco	Other <u>Coordinator</u>		
Mr. Luis Quan	Other <u>Network ELL spec.</u>		
Ms. T. DeVito	Other <u>Data Specialist</u>		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **08X333** School Name: **PS 333 The Museum School**

Cluster: **5** Network: **532**

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.

When a parent enters our school building to register a student, the school secretary makes contact with the Bilingual Coordinator so that she can quickly identify whether there is a language interpretation/translation services required to be provided by the school or the translation and interpretation unit. Upon evaluation by the coordinator, she determines whether the parent need further assistance with translation and or oral interpretation. If the parent does not speak Spanish the office makes contact with the translation and interpretation unit for further assistance. The coordinator, parent coordinaor and most of the staff in the main office speak Spanish; which is the major language spoken at our school. They translate or interpret any information to that parent in Spanish. According to our data, the ATS reports, completed HILS forms and LAB-R information shows that Spanish is the major language at PS 333. Any letters send from our school is also provided in English and Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Currently in our school we have 445 students. Our school student population consists of the following:

- 258 English speaking students
- 193 Spanish
- 1 Mandinka
- 1 Soninke
- 1 Arabic

In order to meet the needs of the different types of languages the school utilizes translation and interpretation unit services provided by the DOE. The school also utilizes the language translation kit for parents to guide the school with providing the necessary support for our parents. The school community which includes administration, teachers and parent coordinator are aware of the language needs of our school via parent newsletters and ats report findings that are discussed in committees.

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.

With the support of our parent coordinator parents are made aware of how to access the translated versions of the Parent Bill of Rights and Family Guide which notifies them of their right to language services. The Parent Bill of Rights can be found at <http://schools.nyc.gov/Parents/NewsInformation/BilloffRights.htm> and the Family Guide can be found at <http://schools.nyc.gov/ParentsFamilies/NYCFamilyGuide.htm>. Parents will be informed in a regular and timely manner via flyers, posters posted at the school entrance and throughout the school and parent coordinator. The school will provide bilingual translation for parent letters, newsletters, and flyers. If the need arise for further assistance the school will make contact with the translation and interpretation unit at the DOE for further assistance. When parents request written letters from the school the school provides the required documents in the language the parents request. If a language other than Spanish or English is required the school will also contact the translation and interpretation unit for further support. Individual Educational Plan (IEPs) are also translated in school in the parent's Native Language so parents are well aware of the educational plan for their child.

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.

Oral interpretation will be provided by the bilingual (Spanish) Parent Coordinator, with the assistance of the Translation and Interpretation Unit as needed. Oral interpretations will be available during curriculum nights, parent meetings, parent workshops and parent-teacher conferences. Since most of our families and a high percentage of our staff are Spanish speaking, it is easy to communicate. For those families that speak other languages the school will reach out to members of the community who would be willing to provide interpretation services during these events or utilize the translation and interpretation services provided by the DOE.

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>.

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities. All written communication between the home and school is distributed in both English and Spanish. However, in special cases where the language is not English or Spanish we will utilize the resources-language translation and interpretation kit that was provided by the Department of Education as much as possible to ensure that parents are notified about issues of safety and instruction in their Native Language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>P.S333x The Museum School</u>	DBN: <u>08x333</u>
Cluster Leader: <u>Debra Maldonado</u>	Network Leader: <u>Ben Saccodato</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S.333x will offer a Title 3 after school program for ELLs beginning on January 7, 2013 and ending on April 23, 2013. The ESL and Bilingual Coordinator, a Special Ed.Bilingual teacher, and a Bilingual common branch teacher will facilitate the program. The NYSESLAT and the ELA assessments were analyzed for the ELLs and it was determined that the focus for support must be on Literacy. The purpose of the program is to increase and enhance the literacy and content area skills of ELLs. Using ESL methodologies, the students will strengthen their English skills in the 4 language strands: listening, speaking, reading and writing thereby accelerating their overall academic achievement. The program will begin on January 7, 2013 and end on April 23,2013. They will meet every Monday and Tuesday from 3:30pm and 4:45pm for a total of 25 sessions. Fifty students, whose language proficiencies are beginner and low intermediate, in grades 1-4 will participate. Priority will also be given to ELL students who have not shown movement or progress in the NYSESLAT and ELA state assessments. Materials will include a web based program for ELLs titled Imagine Learning, and the Empire Getting ready for NYSESLAT program for ELL/ESL. Instruction will be highly differentiated. Students will primarily work at their individual appropriate level but also work in small homogeneous groups design to optimally meet their needs.

Part C: Professional Development

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

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

Begin description here: Starting the week of January 3, 2013 the teachers, Ms. Casal, and Ms. Vasquez who will be running the after school program will meet with Ms. Pacheco, the Coordinator for the title 3 program, to discuss the program and they will also begin to analyze data, plan pacing guides and review schedule for the after school program. They will also receive professional development on analyzing student work and evaluating nyseslat simulations to guide their planning. We will meet once a week- every Wednesday- to learn best ESL practices, plan and analyze data. The teachers will guide their planning by formal and informal data. Such as weekly and monthly data reports that are provided by the Imagine Learning program. Other forms of data include the Fountas and Pinell and ECLAS results. Teachers will also receive professional development on December 3, 2013 and January 17,2013 in consultation with the network team. They will receive training from Mr. Luis Quan-Network ELL specialist- and other in school house leaders. In addition, we will also provide 2 full day retreats at a separate location in the fall and the spring. All teachers of ELL students will be invited to attend. Teachers that will attend include Ms. Barbosa, Ms. Casal, Ms. Pacheco,Ms. Lewis, Ms. Lawrence, Ms. Tan, Ms. Valerio, Ms. Hall, Ms. Calzado, Ms. Hesch, and Ms. Vasquez. Topics will include analyzing and evaluating student writing on the NYSESLAT, teaching academic language, understanding the writing

Part C: Professional Development

process and incorporating ESL strategies.

Part D: Parental Engagement Activities

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

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

Begin description here: The parents of those students who will be participating in the Title 3 program will be invited to attend the after school program from January 7, 2013 through April 23, 2013, from 3:30pm to 4:45pm with their child. The goal is to have the parents become part of the after school program and also learn English with their child. All the teachers (including Ms. Pacheco, Ms. Casal and Ms. Vasquez) leading the groups in the Title 3 program will guide the parents as well during instruction. Topics during the after school program will include the writing process, phonemic awareness, and strategies and skills to develop for reading comprehension. Parents will also be invited via email, telephone calls or in writing, to also attend other parent workshops the school offers such as ARIS training, ways to best support their child with Math and ELA, health, etc. These workshops will be conducted by our Math coach, Rosalinda Finiguerra-Garcia. Parents will also be invited to attend ESL classes, provided by Ms. Ucar, our ESL provider. ESL classes for parents will be provided every Thursday. Classes will began on October 18,2012 and will end in early June 2013. Other parent workshops are hosted by our parent coordinator, Luz Gerena.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		