



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NEW YORK CITY MUSEUM SCHOOL

DBN (i.e. 01M001): 02M414

Principal: D. H. MILLER

Principal Email: DMILLER@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: NANCY SCALA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|--|--|-----------|
| D. H. Miller | *Principal or Designee | |
| Nashua Birnholz | *UFT Chapter Leader or Designee | |
| Caroline (“CC”) Blackburn | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Sharon Krasnyuk, grade 12 Douglas Marques, grade 11 | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| David Albin | Member/ Staff | |
| Scott Wassmuth | Member/ Staff | |
| Felicia Finch | Member/ Parent | |
| Heidi Seroy | Member/ Parent | |
| Eve Preston | Member/ Parent | |
| | 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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

To ensure that students are prepared for instruction and learning in the Common Core learning Standards for mathematics, the ninth grade algebra teacher and tenth grade geometry teacher will receive year-long development to facilitate the transition to the new student assessments.

Comprehensive Needs Assessment

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

The passing rate in algebra for June 2013 was 96% and the passing rate in algebra was 97%. However the new assessments present new expectations for learning. There needs to be preparation for teachers and students for this transition if the students are to continue to perform optimally.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A minimum of 6 classroom observations will take place in algebra and geometry. Both teachers will create two CCLS based units to teach during the year. Students will be steeped in the CCLS "Habits of Mind" toolkit for mathematics. Both teachers will attend four Network provided workshops for the algebra and geometry. Transition, Both teachers will work with the Network mathematics specialty coach six times during the school year. Both teachers will adapt units and teaching according to feedback..

B. Key personnel and other resources used to implement each strategy/activity

1. The principal, who will perform the classroom observations
2. The Network mathematics coach
3. The CCLS EngageNY website exemplar mathematics modules
4. All resources from the 4 workshops
- 5.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. After the first unit is completed, the principal will observe one lesson taken from the sample unit in algebra and geometry
2. In January, the principal and the other 3 members of the mathematics department will examine the results of the mock exam regents (teacher created) that conforms with sample CCLS test items.

D. Timeline for implementation and completion including start and end dates

1. There will be 3 observations by the principal in the fall and 3 in the spring.
2. The math specialist will visit 6 times between November 2013 and April 2014
3. Teachers will attend 4 network workshops, in October, December, January and February.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. There will be 8 class coverages at per diem rate for the 2 teachers to attend 4 workshops

Strategies to Increase Parental Involvement

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 plan was discussed at the November CEP meeting with the SLT.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

To ensure students are prepared for the reading demands of college, all ELA classes will increase the amount of informational text read in English classes.

Comprehensive Needs Assessment

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

Students read informational texts exclusively in science and social studies, but to increase the total exposure to informational text per year, students must increase by 15% the amount of informational text read, in addition to literary and informational texts already being read.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All ELA teachers will receive one copy of Kylee Beers’ and Robert Probst’s *Notice and Note: Strategies for Close Reading*.
2. In September and October, English teachers will design units that contain one critical piece and one news-related piece that connects to the anchor literary piece being read.
3. Each of the 4 English teachers will receive a class set of *America Reads*, a compendium of news articles related by literary theme (identity, conflict, etc.)
4. Teachers will research critical essays related to all literary texts being read in the class.
5. Teachers of science and social studies will provide insights on student reading of informational texts. At each monthly department meeting, two teachers will present a unit and the student work completed during the unit that relates to collating informational texts with the reading of literary texts.

B. Key personnel and other resources used to implement each strategy/activity

1. The principal, who supervises the English department, will be involved.
2. All 4 English teachers will be involved.
3. The special education (literacy) teacher will be involved.
4. Teachers of social studies and science will be involved to inform re the informational text reading in their classes

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Three times during the year, in December, in January and in March, all literacy teachers will have a department meeting together (English, social studies and science).
2. Three times during the year the English teachers will meet to examine and evaluate student reading and subsequent writing using informational texts.
3. Six times per year the principal will observe English classes to asses student incorporation of informational reading in their English class discourse and writing.

D. Timeline for implementation and completion including start and end dates

1. The process begins in September and culminates in May.
2. For all other see C above.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. By SBO vote, staff elected to devote one Extended Day per week to professional development. One session per month is used for department meetings.
2. 10 copies of the Beers and Probst text will be purchased.

Strategies to Increase Parental Involvement

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).

This plan was addressed at the SLT meeting devoted to discussion of the CEP.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

To ensure students are ready for success in college, our effort is to raise by 5% the number of students graduating with the Advanced Regents Diploma.

Comprehensive Needs Assessment

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

Student achievement in both Advanced Algebra and Trigonometry (A2/Trig) and physics have become key indicators of students' ability to secure a Regents Diploma at the Advanced level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Senior students will take diagnostics in both courses and take a mock Regents in both courses .
2. Teachers will prepare action plans for teaching and targeting issues based on feedback from the diagnostics.
3. Teaching will be aligned to address these assessments.
4. Teachers will apply learning from concurrent PD centered on assessment.
5. Teachers will apply prior development in differentiation
6. Extended Day learning assignments for students will be made based on these assessments..

B. Key personnel and other resources used to implement each strategy/activity

1. The principal will supervise the development, teaching and assessment of student work.
2. The junior and senior class A2/Trig teachers and the physics teacher will be involved.
3. Monthly department meeting time will be used to forward the goal.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All teachers will be observed 6 times per year to evaluate student and teacher progress.
2. Student assessment analysis at department meetings (monthly) will be evaluated
3. Student performance on the January mock Regents will be evaluated..

D. Timeline for implementation and completion including start and end dates

1. Implementation will begin in September and continue through May. Completion will occur with the sitting of the June Regents in both subjects.
2. In addition, all items in C above.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. This plan requires no program changes, nor does it require additional budgetary allocations.

Strategies to Increase Parental Involvement

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).

This plan was discussed at both PTA and SLT meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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 |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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 |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, 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 | Use of alternative texts, essay writing and peer editing, focused reading strategies, vocabulary review | Small group and one-to-one tutoring | After school |
| Mathematics | Problem-solving strategizing, use of alternative problems, reflective writing | Small group and one-to-one tutoring | After school |
| Science | Problem-solving strategizing, close reading strategies, hands-on laboratory experiments | Small group and one-to-one tutoring | After school |
| Social Studies | Use of alternative texts and primary source documents, focused reading strategies, essay writing and peer editing, vocabulary review, test prep | Small group and one-to-one tutoring | After school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At-risk counseling for emotional needs, substance abuse concerns, self-esteem issues, academic concerns, behavioral concerns | Small group and individual counseling | During school day and after school |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

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

Teachers are recruited based on the schools they attended, their majors, and the depth of their content knowledge. Teachers are expected to prepare and teach demonstration lessons in order to be considered. Only teachers demonstrating an ability to teach for depth and rigor are considered. Candidates are sought who have a demonstrated record for high student achievement. Candidates are sought who demonstrate a high interest in professional learning and who want to be part of teacher inquiry.

High Quality and Ongoing Professional Development

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

Professional development is focused solely on instruction, frameworks for instruction (including assessment, questioning and engagement) and those features derived from individual teacher need. All department-based professional development is embedded in the CCLS and their application to curriculum, unit, and lesson planning.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Not applicable

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Not applicable

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers participated in the "Measures of Student Learning (MOSL)" committee to select the assessments that would be used as part of all teachers' evaluations. The school also has a professional development group that meets daily as their Circular 6 professional assignment, to help plan and lead professional development sessions within departments and for the full faculty.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

| | | |
|--------------------------------------|--------------------------|--------------------------|
| District 02 | Borough Manhattan | School Number 414 |
| School Name NYC Museum School | | |

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|--|---|
| Principal D. H. Miller | Assistant Principal Joel Lowy |
| Coach type here | Coach type here |
| ESL Teacher Marie Claire Chaudoir | Guidance Counselor Jennifer Offerman |
| Teacher/Subject Area type here | Parent Heidi Seroy |
| Teacher/Subject Area type here | Parent Coordinator type here |
| Related Service Provider Panagiotis Tampakis | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 3 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 463 | Total number of ELLs | 4 | ELLs as share of total student population (%) | 0.86% |
|--|------------|----------------------|----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|--------------------------------|---|
| All ELLs | 4 | Newcomers (ELLs receiving service 0-3 years) | 0 | ELL Students with Disabilities | 3 |
| SIFE | 0 | ELLs receiving service 4-6 years | 2 | Long-Term (completed 6+ years) | 2 |

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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | 3 | | 2 | 1 | | 1 | 4 |
| Total | 0 | 0 | 0 | 3 | 0 | 2 | 1 | 0 | 1 | 4 |

Number of ELLs who have an alternate placement paraprofessional: 0

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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 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 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 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 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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) | | | | | | | | | | | | | | 0 |

| 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) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | 2 | 1 | | 1 | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 4 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 1 | 0 | 0 | 0 |
| Integrated Algebra | 2 | 0 | 2 | 0 |
| Geometry | 1 | 0 | 1 | 0 |
| Algebra 2/Trigonometry | 1 | 0 | 0 | 0 |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 1 | 0 | 0 | 0 |
| Living Environment | 2 | 0 | 2 | 0 |
| Physics | | | | |
| Global History and Geography | 1 | 0 | 1 | 0 |
| US History and Government | 1 | 0 | 1 | 0 |
| Foreign Language | 1 | 0 | 1 | 0 |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As a small high school, in addition to LAB-R and recent NYSESLAT results, our school uses NYCDOE periodic assessments, general reading samples and other classroom generated materials to assess literacy skills. The period assessment data indicates that our ELLs ability to read and analyze texts further impedes the students' ability to respond in writing to texts. We have begun instructional professional development around the teaching of reading and writing across disciplines, to best serve all students including ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Last year's NYSESLAT (Spring 2013) demonstrated that all students perform at the "advanced" level and have not reached full proficiency. While overall scores on the NYSESLAT improved for the students who have returned from the previous year, there is still a trend toward strength in speaking and listening, with reading and writing as ongoing weaknesses. Analysis across grades proficiencies suggests that there is steady improvement and development up to the "advanced" level, but that students have stalled there and are unable to pass outright. Students tend to score marginally higher on the reading and writing sections, but there hasn't been a significant different from year to year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This year we have put additional focus on scheduling ESL classes to ensure that students' attendance in these classes is better tracked and thus have a better chance at making gains on the exam. In addition, we have purchased support materials so that students receive concentrated practice in the types of speaking, listening, reading, and writing activities they will be asked to perform on the NYSESLAT. The students are very close to achieving proficiency, which is revealed in the AMAO tool, so their measurable objective is simply to obtain proficiency, without other benchmarks in between.
4. For each program, answer the following:
 - a. 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?See question 2. ELLs fare similarly to other students in tests taken in English, which is why they often refuse to take tests in their native languages. Our school does not participate in ELL Periodic Assessments..
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
We ensure that all general education teachers, in addition to ESL teachers, are aware of each child's unique language and literacy development track, and ensure that their needs are met within all classes, not just within ESL classes.
7. 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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Through careful analysis of NYSESLAT, course grades, Regents exam grades, and teacher anecdotal reports, we determine the success of our ESL program. Our ELLs generally perform as well as their non-ELL counterparts. If it is determined that the program has not been successful in any given year, we make staffing changes and programmatic changes as necessary. We will continue to monitor and assess the program's development throughout the year.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When admitting students new to the Department of Education, the pupil accounting secretary and/or school guidance counselor ensure that parents complete the Home Language Identification Survey (HLIS), as well as sit for an informal oral interview with the principal and assistant principal. If parents and students need native language support in Spanish, Russian, Hindi, or Chinese (Cantonese) during the interview process, a staff member is called upon to assist. If support in another language is necessary, an interpreter is hired (if there has been advanced notice) or an over-the-phone interpreter is used on "conference call." Students identified as possible ELLs through the HLIS and informal interviews are administered the LAB-R exam (or Spanish LAB-R for Spanish-speaking ELLs) by a licensed ESL teacher within 10 days of admission into the school system. The test is scored and a determination is made based on the student's score as to whether or not the student qualifies for ESL services.
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.
The assistant principal gives parents of ELLs a thorough explanation of the three program choices available to their child as soon as their child is identified as an ELL: Transitional Bilingual, Dual Language, and Freestanding ESL. We attempt to get the parent in to the school within the next business day, but if not, we conduct the conversation by telephone. The parent is made aware of the option to have their child placed in an appropriate program in an appropriate school. The only program in place at our school is a Freestanding ESL program. Parents are given a clear explanation of the program and how their students will participate. If a parent has selected a TBE or DL program, we advise them of possibilities for these programs in other places that may better suit the needs of their child. If a TBE or DL program becomes available in our school, we will reach out to those parents to inform them.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
The parents of students identified for services are given the entitlement letters in person or by registered mail. Copies of these letters are kept on file. Parents then must complete and return the parent survey and choice of program selection form within 10 days in person or by mail. Forms are kept on file in the school and the students' permanent files. Students are subsequently given a program which includes appropriate ESL instruction until reaching proficiency on the NYSESLAT, and modified ESL support for 2 transitional years after attaining proficiency. The school parent coordinator arranges orientation for ELL parents at the beginning of the year and on an individual basis during the year if required.
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.
Placement letters are maintained in the students' permanent files. Continued entitlement letters are distributed as necessary, and are also placed in the students' permanent files. Students are placed in beginning, intermediate, or advanced ESL classes based upon their LAB-R or most recent NYSESLAT results. Parents are informed of their children's placement in their native languages. Translation services are provided as necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students who are identified as ELLs prepare for and take the NYSESLAT in the Spring. All eligible students are identified using the RLER report in ATS. The assistant principal schedules the administration of the NYSESLAT exam to ensure that all eligible students are tested in an appropriate environment and in a timely manner. All students eligible for NYSESLAT will be scheduled to take the speaking section of the test individually in April, and then will complete the reading, writing, and listening sections of the test in a group session in May. The assistant principal supervises the administration of the test and schedules each of the four sections, to be sure that all four sections are administered according to New York State regulations and best practices.
6. 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.) 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. ⓘ
Our school only has a freestanding ESL program, and parents have thus selected that program. We typically have less than 5 ELLs each year, and thus the only trend data to analyze is the consistent selection of a freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?
The school has 1 section of self-contained ESL instruction, taught by a licensed ESL teacher. ELLs also receive push-in ESL instruction if also scheduled for a Collaborative Team Teaching section of English, Math, Science, and/or Social Studies. The self-contained ESL classes use a homogenous ungraded model, and the push-in instruction is by block..
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)?
The advanced ESL students in the free-standing ESL class meet 4 times per week in 53-minute blocks, to meet the 180-minute minimum. He also receives ELA instruction 4 times per week in 53-minute blocks.
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 foster language development and meet the demands of the Common Core Learning Standards.
All instruction is in English, and thus ESL students in content-area collaborative team teaching structures get assistance in the content-area from push-in teachers. Supports include Wilson Reading and various other specially selected texts that adhere to Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are evaluated in their native languages whenever native language test materials can be acquired, as when students take Regents exams. Our ELLs are high performing students and are able to perform satisfactorily on evaluations and formative assessments in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that the ESL teacher and ELA teachers build in regular assessments that include each of the four modalities. The principal and assistant principal, through regular classroom observations and review of teachers' assessments, ensure that all four modalities are tested throughout the year. Teachers use formative informal assessments like in-class discussions, note-taking practice, in-class writing, and reading comprehension exercises. Teachers use formative formal assessments like oral presentations, longer essays, and research projects as well.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. We have no SIFE students currently, but if we did, we would begin our instructional plan by assessing the student using the Performance Series assessments to appropriately gauge grade level performance in English and Math. If the student showed the ability to move at an accelerated pace to catch up to an age-appropriate grade level, the student will be given additional supports after school and in classes that may be off grade-level in order to fill in gaps in instruction. SIFE students will also be given the opportunity to earn credit by examination if they meet the criteria.
- b. We have no newcomers currently, but if we did, we would begin our instructional plan by programming the student in as many team-teaching settings as possible, to ensure that one adult will always be able to provide instructional and emotional/social support. The student would also be programmed for extra sessions with our reading specialist Caroline Benjamin so that he/she would be able to quickly acquire the necessary English-language reading skills to be successful in school.
- c and d. Our ESL team seeks to provide appropriate transitional support for ELLs who have been receiving service for more than 4 years, by ensuring that students have access to native language materials (like dictionaries and readers) to foster greater independence. We also attempt to program those students with teachers who have experience working with ELLs in their classrooms. Within the ESL classes, long-term ELLs are given different materials and assignments that will help foster independent growth and progress.
- e. Former ELLs receive appropriate testing accommodations and informal support by our ESL teacher.
7. 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?
Special Education teachers provide various graphic organizers and English language support materials to ensure that students with disabilities have access to academic content while accelerating English language development. Spanish speaking students have Spanish-English dictionaries and Chinese students, when possible, have Chinese-English dictionaries, though there are multiple Chinese dialects reflected in our Chinese speaking population.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our ELLs with special needs are encouraged to participate in the school's pull-out Resource Room program or push-in Collaborative Team Teaching program. That way they can receive on-the-spot support for learning needs that may be connected to ESL issues.

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 |
|--------------------|----------------------------|--------------------|----------------------------|
|--------------------|----------------------------|--------------------|----------------------------|

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
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| | | | | |
|-----------------------|--|--|--|--|
| Native Language Arts: | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

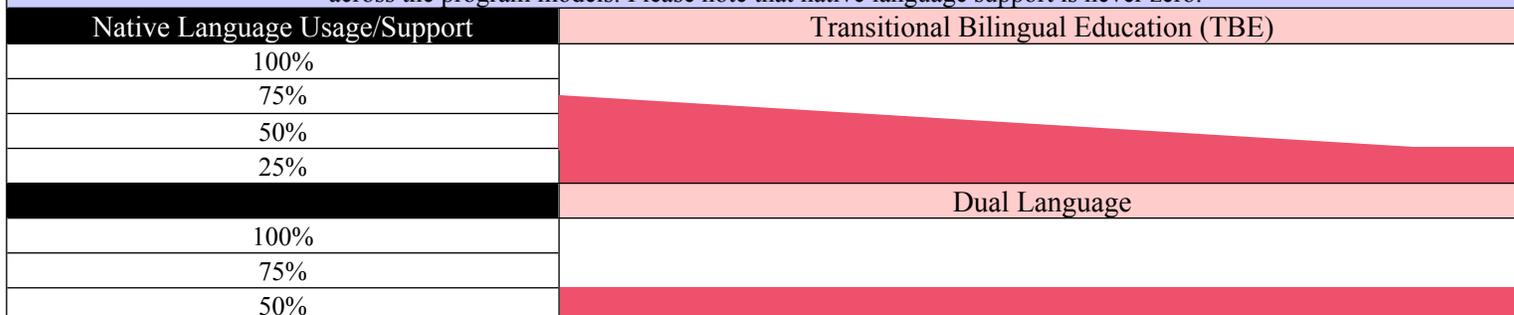
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



| | | | |
|--|------------------|---------------------|-----------------|
| 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

9. 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.
- ELLs who do not show success in their classes are placed in Academic Intervention after school. These students receive small group instruction, one-on-one tutoring and conferring, additional support materials, Wilson method reading instruction, small-group math instruction using the Khan Academy website, small group social studies instruction using the History Alive! series, small group science instruction using hands-on lab-based experiments other and multi-media resources to ensure success across the content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective in supporting our ELLs to meet New York State Regents-level graduation requirements across all disciplines. There have been increases in NYSESLAT scores, even if students have not attained proficiency yet, and overall students perform like their non-ELL peers in most subject areas.
11. What new programs or improvements will be considered for the upcoming school year?
- None
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- NYCMS provides a rigorous integrated curriculum requiring students to apply the knowledge they acquire in their subject-based classes to interdisciplinary studies jointly designed by subject teachers and supported by museum education programs. The interdisciplinary “Museum Module Projects” provide ELLs with invaluable experiential learning in the English language. These courses of study require extensive observation of objects in non-school environments, such as museums exhibitions, and the physical city, followed by note-taking, discussion, reading and research, writing, and speaking. Assessment of student achievement is based on written work and oral presentation, which are the culminating activities of these courses of study. Cultural aspects of the modules honor the native backgrounds and languages of students. The museum study, along with literature used in the humanities, honors native cultures and scaffolds instruction from native language to English. ELLs are also supported in learning content and academic language through small group instruction during the school day, as well as through mandated after school tutoring sessions. ELLs attend regular assemblies along with non-ELL students, during which issues of school community, diversity, cultural identity, and languages are discussed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school librarian provides access to materials and websites, which support learning for students and provide resources for teachers. Spanish speaking students have access to native language materials like novels, dictionaries, magazines, and web resources in their classrooms and in the school library.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our freestanding ESL program model, all instruction is 100% in English, but if a child requires support, we use a “buddy system” in which an ELL student is paired with an English-speaking student in class who also speaks the native language, as well as providing time in which an ELL student meets with a bilingual teacher who speaks their native language, to fill in instructional gaps and clarify class work. We do not have Dual Language Program nor Transitional Bilingual Program models.
16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.
- All ESL instructional materials are carefully selected to be age-appropriate. Students do not read juvenile material just because their level of English language usage is more elementary. Novels, magazines, and other resources are selected by the ESL teachers and principal to ensure appropriateness. Instructional methodologies are always high school methodologies, and students are treated as they would be in any other class.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELLs and their families are invited to the school to participate in 2 orientations -- one in the Spring and one in the early Fall, at which translators and interpreters are available to assist them.
18. What language electives are offered to ELLs?
- Spanish, French, and Japanese
19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The principal has ensured that all teachers at NYCMS have participated in high quality, literacy-focused professional development. This PD is ongoing and is based aligning each department with the new core standards. The staff voted to devote every Monday's extended day period to professional development. Examination of ideas found in Danielson's Enhancing Professional Practice, Wiggins and McTighe's Understanding By Design, Fred Newman's A Guide to Authentic Instruction and Assessment, Vygotsky's "Zone of Proximal Development," Bloom's Taxonomy, and other high quality pedagogic resources specific to ELLs have also been used. Further PD is scheduled to address literacy across the curriculum. PD sessions will take place on:

September 5 (half-day)
September 6 (half-day)
September 16
September 23
September 30
October 7
October 14
October 28
November 4 (full day)
November 18
November 25
December 2
December 9
December 16
January 6
January 13
January 20
January 31 (full day)
February 3
February 10
February 24
March 3
March 10
March 17
March 24
March 31
March 19
April 7
April 28
May 5
May 12
May 19
June 5 (all day)

The principal also conducts a daily Professional Development lunchtime group consisting of one member of each department, at which these teacher leaders are trained to lead their departments in all forms of professional development, including ELL-related PD. Teachers of ELLs have common planning time during departmental and grade level meetings, during which they can discuss and review approaches used for bringing ELLs closer to English proficiency. The training these teachers receive amounts to far more than 7.5 hours, and specifically includes differentiation strategies for reading and writing, and building access to the Common Core State Standards for students with special needs and language issues. Records of these sessions are maintained through an archiving of

professional development materials and sign-in sheets as records of individual teachers' attendance.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents at the Museum School, including parents of ELLs, are involved in the school in various ways. The School Leadership Team has parent membership, and meets monthly to discuss important school-wide issues. There is an active Parent-Teacher Association that meets monthly, and recruits new parents regularly. At general monthly meetings, there is always a Spanish-speaking interpreter and sometimes a Chinese-speaking interpreter, to ensure that parents of ELLs can participate. At all Title I parent meetings there are Spanish- and Chinese-speaking interpreters.
 2. The Hudson Guild Beacon program is a community based organization that resides in this school building, and offers a variety of adult education courses, including English language classes for parents of ELLs.
 - 3 and 4. The needs of parents are evaluated yearly through analysis of home language surveys and informal school-generated surveys that are distributed each year and kept on file at the school. Parents regularly report that they need the availability of interpreters in Spanish, Chinese, and Arabic, to a lesser extent. They also request that materials be distributed in multiple languages, which they are. Parents also participate in our weekly museum-based program, by serving as chaperones. They are invited to sit on multiple committees in the school, including fundraising committees, hiring committees, and other ad hoc committees that the school deems necessary. Parents are invited to attend parent-teacher conferences twice a year, and an open school night in the fall. Parents receive these invitations and phone calls in multiple languages, and interpreters are made available at these functions.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: NYC Museum School

School DBN: 02M414

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------|-----------------------------|-----------|-----------------|
| D. H. Miller | Principal | | 11/13/13 |
| Joel Lowy | Assistant Principal | | 11/13/13 |
| | Parent Coordinator | | 1/1/01 |
| Marie Claire Chaudoir | ESL Teacher | | 11/13/13 |
| Heidi Seroy | Parent | | 11/13/13 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Jennifer Offerman | Guidance Counselor | | 11/13/13 |
| | Network Leader | | 1/1/01 |
| Panagiotis Tampakis | Other <u>Speech Teacher</u> | | 11/13/13 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M414 School Name: NYC Museum School

Cluster: 01 Network: 107

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.

School-generated student and parent surveys are used, as well as ATS reports of home language surveys and informal surveys of on-site languages spoken by staff.

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.

The school has 2 major language needs: Spanish and Chinese (Cantonese). Although a greater percentage of our school's population is of Hispanic origin, only 49, or about 11%, of our parents require written translation and oral interpretation services in Spanish. Conversely, 76, or about 16%, of our parents require written translation and oral interpretation services in Chinese, though there are fewer Chinese students. These findings were made public to the school in a staff meeting, at which time the translation and interpretation resources available to teachers were also discussed.

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.

Letters and recorded phone calls informing parents of parent-teacher conferences, PTA meetings, and other important events are translated into Spanish, Chinese, Russian, and Polish, to also inform the community of the availability of services, and how to request such services. The letters were sent to the DOE Translation Bureau for translation, or were translated by in-house school staff. Parents that speak another language were provided with a translated Bill of Parents' Rights at parent-teacher conferences, and for those parents who did not report to parent-teacher conferences, their children received copies to take home.

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.

In-house staff will provide oral interpretation services for one-on-one conferencing when possible. During larger events such as parent-teacher conferences, oral interpretation services will be provided by an outside contractor.

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>.

Parental notifications are sent home by mail, and signs in 8 languages are posted in the general office, room 222. When calling the school, Spanish-speaking parents are redirected to extension 228 where a Spanish speaking staff member (Joel Lowy) will assist.