

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**03M191**

**School Name:**

**MUSEUM MAGNET SCHOOL**

**Principal:**

**LAUREN KEVILLE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level:     K-8     School Number (DBN):     03M191      
School Type:     Elementary/Middle School     Grades Served:     Pk-8      
School Address:     210 West 161 Street, New York, NY 10023      
Phone Number:     (212) 757-4343     Fax:                                       
School Contact Person:     Lauren Keville     Email Address:     LKevill@schools.nyc.gov      
Principal:                                     Lauren Keville      
UFT Chapter Leader:                                     Antiqua Lewis      
Parents' Association President:                                     Kajsa Reaves      
SLT Chairperson:                                     Stacie Lorraine and Susannah Blum      
Student Representative(s):   

**District Information**

District:     03     Superintendent:     Ilene Altschul      
Superintendent's Office Address:     154 West 93<sup>rd</sup> Street NY, NY 10025      
Superintendent's Email Address:     ialtsch@schools.nyc.gov      
Phone Number:     212-678-5857     Fax:                                     

**Cluster and Network Information**

Cluster Number:     5     Cluster Leader:     Debra Maldonado      
Network Number:     551     Network Leader:     Marge Struk

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lauren Keville	*Principal or Designee	
Antiqua Lewis	*UFT Chapter Leader or Designee	
Kajsa Reaves	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Susannah Blum	Member/Teacher	
Stacie Lorraine	Member/Teacher	
Omayra Vazquez	Member/Teacher	
Maiken Parduo	Member/ Parent	
Tyisha Stiles	Member/ Parent	
Tania Bailey	Member/ Parent	
Edward McArthur	Member/ Parent	
	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Museum Magnet School is a diverse and inclusive school community where children are educated through a collaborative effort among parents, staff, students and community with a focus on meeting both the academic and social emotional needs of every child. We provide a rigorous and accessible academic program in all content areas, to instill a love of learning in our students and to prepare them to be responsible and productive global citizens. Learning at MMS expands beyond the four walls of the classroom, so that students are engaging with the community around them. Our location puts us right in the heart of Lincoln Center. Our Museum theme connects us with great institutions throughout New York City, bringing the arts into our school and expanding learning outside the four walls of the classroom. We have partnerships with Studio in a School, Lincoln Center Institute, Cool Culture, and Lincoln Center Cinema Society just to name a few. We have an increased focus this year on collaboration, literacy practices and text based discussions with a focus on elaboration, pushing our students to explain their thinking. In addition to our instructional focus, we have launched a PreK-8 social emotional curriculum called Mind Up. This program teaches our children to improve focus, concentration, and academic performance; reduce stress and anxiety; handle peer-to-peer conflicts; manage emotions and reactions; develop greater empathy toward others and choose optimism. Not only are our students and teachers being trained in Mind Up, but our teachers are also training our parents so that they can support this work at home.

Our strengths lies in our community structure and our focus on incorporating the arts into our community. We also continue to build on our strong collaborative culture, focusing on collaboration among teachers, administration, parents and students. As we continue to build our PTA, the strength of our parent body and parent engagement continues to grow. Our teacher teams and their inquiry work continue grow so that we are using our data to drive instruction and continue to analyze our practice and make the necessary to meet the needs of our students. As an inclusive school that continues to strive to educate students in the least restrictive environment. We continue to strive to meet our students where they are and provide access to the curriculum so that all students make progress.

During the 2013-2014 school year, our students made the most progress in the reading of informational text. We still see this as an area of need because the growth was minimal, so we continue to focus on close reading of text and use of text coding and annotation. Our focus for the 2014-2015 school year is on improving literacy levels through text based discussion and writing. With a focus on text based discussion and use of evidence when discussing and writing about text, our students will learn to elaborate and expand their thinking which will improve their comprehension and ability to develop higher order thinking skills.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the needs assessment and the data we have collected, we have determined that we need to focus on improving our students reading and math proficiency with a targeted focus on Expressions and Equations in math and citing textual evidence and making inferences in ELA. We used writing assessments, MoSL, state test scores, interim assessments to determine this focus. Based on the results of our NY State math assessments, our median adjusted growth percentile was at 2% (grades 4-8) of our peer group and at 10% of the city range. In ELA our results placed us at the 34% compared to our peer groups and at 40% when compared to the city. Early grade progress for math puts at 43% against our peer group and 33% compared to our city (3<sup>rd</sup> grade).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will make 1.5 years of growth as measured by Fountas and Pinnell in grades K-5 and the Degrees of Reading Power in grades 6-8. .

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Increase the amount of time spent on reading in classrooms. In grades K-5 teachers will increase time spent on guided reading and independent reading, while in 6-8 teachers will focus on building literacy skills through close reading and annotation across content areas and independent reading time with conferencing during advisory.	Students	September - June	Teachers
Target our SWDs and ELLs with Great Leaps decoding a fluency program and Wilson Foundations for grades K-5, as well as SuccessMaker. In grades 6-8 we will use Great Leaps and differentiated texts in advisory to target our SWDs and ELLs. Students will also receive support from our service providers. In addition to this, students will receive support through RTI and a F-status literacy	Students	November- June	Paraprofessionals, teachers, service providers, literacy specialist.

specialist.			
Parents have the opportunity to be trained in Great Leaps so that they can support this work at home. We will also conduct workshops for parents focused on increasing reading time at home.	All parents	September - June	Teachers and administration
Teachers are asked to communicate with each other and collaborate around best practices for reading instruction. Teachers will be asked to facilitate PD on this topic. Teachers will participate in intervisitation in order to observe and discuss literacy practices.	Teachers	September - June	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We ordered high interest/low level books for our middle school advisory program, as well as books based on interest level. We ordered Great Leaps for our paraprofessionals and organized training for all paraprofessionals and select teachers. We will hire a literacy specialist to work part time with our most struggling students.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
Magnet grants									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 2015, students will make a half year of growth as measured by Fountas and Pinnell for grades K-5 and Expeditionary Learning assessments in grades 6-8.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the New York City School Survey from SY 2013-2014, “71% of students feel safe in the hallways, bathroom, locker rooms and cafeteria” compared to the city-wide average of 81%. Based on teacher feedback, parent feedback and suspension data we have determined a need to focus on improving school culture.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase positive student behaviors as measured by a reduction in suspensions by 15% and a reduction in OORS incidents by 15% .

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Implement the Mind Up social emotional curriculum in grades preK-8. Change systems and structures focused on behavior to improve communication and cohesion across the school. Facilitate ongoing professional development for the entire staff focused on classroom management, de-escalation and building positive relationships with students.	All students	September-June	Administration
Facilitate Professional Development and Professional Learning Communities focused on students who struggle with behavior. Read “Lost at School” as a staff and implement a kid talk protocol based on the book to target our most struggling students.	All teachers	September-June	Administration
Facilitate parent workshops on Mind Up so that parents can support the social emotional curriculum at home. Encourage parent collaboration focused on improving student behavior through increased communication and positive behavior support.	Parents	September-June	Teachers and Administration
Focus on coherent strategies and systems for communication and positive reinforcement . Teachers will use a common reward structure to build trust with students and increase positive outreach	All teachers and students	September-June	Administration and teachers

with parents. The staff read Lost at School so that we have common language for addressing and discussing behavior. Teachers are encouraged to seek out support and collaboration with administration on behavior concerns.			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The Mind Up advisory curriculum, PD resources, rewards and awards for positive reinforcement, time for parent workshops.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 2015, we will increase positive student behaviors as measured by a reduction in suspensions by 10% and a reduction in OORS incidents by 10%				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the needs assessment and the data we have collected, we have determined that we need to focus on improving our students reading and math proficiency with a targeted focus on Expressions and Equations in math and citing textual evidence and making inferences in ELA. Based on our school culture assessments (listed above) and our need for improved instruction, we created teams to respond to the needs of our community. Based on the recommendations from the 2013-2014 Quality Review, we need to “strengthen teacher assessment practices to include meaningful feedback and varied use of ongoing checks for understanding during lesson delivery.” The QR also stated a need to focus on providing students with multiple entry points into the curriculum ensuring all students are engaged in challenging tasks.”

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will engage in inquiry and develop a common core aligned curriculum map and two coherent units showing evidence of our focus standards.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
The teachers will create common core aligned curriculum maps using a common template and then analyze data to identify CCLS that need to be more intensely address and adjust the curriculum to meet the needs of students. Teachers will complete unit plans and also focus on analyzing student work in order to inform and adjust their practice. This work will occur in weekly Inquiry Team meetings led by teacher team leaders.	Teachers	September-June	Administration and team leaders
Through our focus on looking at student work, teachers will target ELLs and SWDs to identify where they are struggling and adjust instruction to meet their needs. Special Education teachers are on each of our inquiry teams to focus the team on our most struggling	Teachers	September-June	Administration and team leaders

students. The Unit plans will also include access points and differentiation strategies to be used for our SWDs and ELLs.			
Teachers will use our website and monthly newsletter to keep parents updated on the work that is happening in their classroom so that parents can support this work at home.	Parents	September-June	Administration and teachers
We have established a strong core of team leaders focused on leading the inquiry work and sharing of best practices so that we continue to improve student outcomes. The team leaders share what they are seeing on their respective teams and grade levels so that administration can be informed and respond to the needs of the teachers. Teachers are also encouraged to seek help from administration when needed so that we work as a team to meet the needs of the students.	Teachers	September-June	Administration and team leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session is used to pay teacher team leaders to meet as a group and discuss the needs of the community and plan agendas for teacher teams. Resources for inquiry teams to build capacity in our teachers.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
_By February 2015, 100% of teachers will engage in inquiry and develop a common core aligned curriculum map and one coherent unit showing evidence of our focus standards.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the results of the survey where only 28% of teachers stated that they would recommend this school, we have a strong focus on improving school culture. In addition to that, based on state test scores in both ELA and math, we are focused on improving instruction across all classrooms. In addition, after analyzing math scores, we have started an intense focus on CCLS EE – Expressions and Equations and a focus on improving number sense in the early grades.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 school administrators will conduct ongoing observations and provide collaborative feedback to 100% of teachers to increase student discussion across content area as measured by 80% of teachers receiving effective on Danielson Component 3B.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Professional development focused on questioning and discussion techniques. Inter-visitations focused on 3B, as well as ongoing observations and feedback to all teachers.	Teachers	September - June	Administration
Professional development for teachers on providing access for SWDs and ELLs focused on UDL strategies and questioning and discussion scaffolds that keeps all students engaged.	Teachers	September - June	Administration
Use of the website and newsletter to keep parents informed about what is happening in classrooms. Use of Engrade and student led Engrade training for parents in our Media Center.	Parents	January - June	Teachers and Administration
Creating systems for inter-visitation for teachers so they give and receive feedback from each other to push their practice. Focusing on teacher voice and collaboration improves trust and encourages risk-taking.	Teachers	January - June	Administration and team leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources to support classroom practice. Money for subs to send teachers to trainings and to other schools to observe best practice. Funds to purchase books and other resources focused on questioning and discussion.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By June 2015 school administrators will conduct ongoing observations and provide collaborative feedback to 100% of teachers to increase student discussion across content area as measured by 40% of teachers receiving effective on Danielson Component 3B.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the school snapshot, 95% of parents are satisfied with the education that their child has received”. We will continue to support parent engagement through the goal and action plan below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will improve family engagement which will be measured by an increase in PTA attendance by 20%, a 20% increase in parent attendance at parent teacher conferences and 25% increase in family events as compared to SY 2013-2014.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Professional development for teachers on how to communicate effectively with families. Use of parent outreach time focused on increasing parent involvement. Parent workshops throughout the school year led by our PC, our teachers and our students.	Parents and teachers	September-June	Teachers
Workshops and information for parents of SWDs and ELLs focused on helping parents understand their child’s disability and how to support their child at home.	Parents	September-June	Teachers and administration
Family celebrations that focus on involving ALL parents in the community. Monthly newsletters from teachers to increase engagement.	Parents	September-June	Teachers and administration
Creating a more open and inviting environment for structural changes so that the parents feel that their voices are heard and their presence is valued.	Parents	September-June	Teachers and administration

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

Resources for parent outreach time, food for family celebrations, time for parents to engage with teachers and with administration through PTA meetings and our weekly Parent Café.

### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015 we will improve family engagement which will be measured by an increase in PTA attendance by 10%, a 10% increase in parent attendance at parent teacher conferences and 10% increase in family events as compared to SY 2013-2014.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	2014 NYS ELA scores and school based assessment performance	Differentiated Instruction, guided reading, phonics and fluency instruction	Small group and one on one instruction	During the school day, Saturday school, after school
<b>Mathematics</b>	2014 NYS math scores and school based assessment performance	Differentiated Instruction, skill based instruction	Small group and one on one instruction	During the school Saturday school, after school day
<b>Science</b>	Performance on School based assessments	Differentiated Instruction	Small group and one on one instruction	During the school day, Saturday school, after school
<b>Social Studies</b>	Performance on School based assessments	Differentiated Instruction	Small group and one on one instruction	During the school day, Saturday school, after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher, Guidance and Administrator referrals based on need	At risk services	Small group and one on one services	During the school day, Saturday school, after school

## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. 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.

P.S. 191 is fortunately located in the Lincoln Center area of Manhattan—a very safe and desirable neighborhood, convenient to public transportation. We also invest in high quality professional development that allows us to recruit highly-qualified teachers. We have also been able to retain these teachers. We have provided an array of very rich professional development activities, refined each year both to meet the needs of teachers and students and to meet new curriculum demands. Some P.D. and mentoring is aimed at new teachers who need to learn our curriculum units, the instructional strategies we utilize and the classroom practices utilized at our school. Other P.D. is aimed at enhancing the richness of the curriculum through the arts. For example, we have partnered with Lincoln Center Institute for 20 years and have incorporated their methodology not only in the arts but across the curriculum. We also have partnerships which include professional development with The Film Society of Lincoln Center and Studio in a School. In addition to this, we create an environment and structures that allow teachers to be heard. We are a school focused on collaboration, so the teachers' voice is key in decision making. We also focus on distributive leadership, which allows our teacher to feel supported in their own professional growth.

#### 2b. 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).

Over the past 11 years teachers--within the framework of DOE and Core Curriculum guidelines--have created and refined the curriculum units they teach so that they own them. That provided professional satisfaction for the most able teachers and made commitment to the school long term. Our move to the Common Core Aligned Curriculum has provided our teachers with a strong foundation for instruction, but we also push them to look at the needs of their students and make adjustments to provide access for all and meet the needs of all students, especially SWDs and ELLs. We provide team time for inquiry work focused on analyzing data and looking at student work to continue to revise our instruction to meet the needs of all students. We have common CCLS aligned maps focused on increasing time spent on our focus standards to ensure that students are making progress.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

In order to assist students and families with their transition from preschool to elementary school we provide parent workshops focused on CCLS and how to help students succeed with the increase in rigor. We also create time for the PreK teachers to meet with the Kindergarten teachers, share records and information on how to best meet the needs of the students.

**4b. 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 are involved in school decision making in a variety of ways: all professional development takes place in teacher teams allowing teachers to shape that work in accordance with overall school goals; Teacher Inquiry Teams which explore the outcomes of their students' work then feeds back into the goal-setting process. MOSL Selections were made by a team of teachers as mandated and additional assessments utilized at the school were all chosen through collaboration with teachers.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			

Title I School Improvement 1003(a)	Federal	\$262,924	X	Pages 9-23
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$39,135	X	Pages 9-23
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	Pages 9-23
Tax Levy (FSF)	Local	2,968,225	X	Pages 9-23

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **The Museum Magnet 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 the school and the families. The 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 the school community. **The Museum Magnet 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template

**The Museum Magnet 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 1<sup>st</sup> 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>191</b>
School Name <b>Museum Magnet School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Ms. Verdesoto</b>	Assistant Principal <b>Sandra Perez</b>
Coach <b>type here</b>	Coach
ESL Teacher <b>Lindsay Rubsam</b>	Guidance Counselor <b>Kolott Coalbrooke</b>
Teacher/Subject Area <b>Marcia Kaufman/SETTS /ICT/math</b>	Parent <b>Robert Garcia</b>
Teacher/Subject Area <b>Deirde O'Neill/ICT in ELA/SS</b>	Parent Coordinator <b>Damaris Carrion</b>
Related Service Provider <b>Ramon Feliz</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>465</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>7.74%</b>
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# 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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1	2	2	1					11
SELECT ONE														0
<b>Total</b>	1	1	1	1	1	1	2	2	1	0	0	0	0	11

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	9
SIFE	2	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	1	4	7	1	4	4	0	1	36

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>25</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>36</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**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		4	9				4	5	2					24
Chinese				2	1									3
Russian	1													1
Bengali								1						1
Urdu														0
Arabic														0
Haitian								1	1					2
French														0
Korean		1		1										2
Punjabi														0
Polish														0
Albanian				1										1
Other						1		1						2
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>

## 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						0	1	0					1
Intermediate(I)		1	1	2		0	1	3	1					9
Advanced (A)		3	3	6	1		3	4	2					22
Total	<b>0</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4					0
5	3	1			4
6	4				4
7	1	2			3
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							1		1
4									0
5									0
6			1		1				2
7	3								3
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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Assessment tools such as ECLAS-2, Fountas and Pinnel, Rigby Benchmark running records, izone and on-going teacher/school generated assessments. Data is analyzed and the information gleaned is used to help us make better instructional choices. For example, three times a year the school (under standardized test conditions) provides students with an assessment. The assessment asks students to

respond to a grade level informational text. Using the school created rubric (similar to the NYS common core rubric) the students are scored on three categories: content/voice, organization/structure, and mechanics (grammar/punctuation). The results of these assessments allows teachers to see students' strengths and weaknesses. If the student scored low in organization/structure, the teacher can do a mini-lesson that reinforces the components of an essay needed to make it organized and comprehensible to the reader.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
After a review of the four modalities, it is clear that our students have strong oral communication skills. A majority of students scored as advanced in speaking and listening. In contrast, a majority of our students demonstrated an Intermediate level of proficiency in reading and writing. We also found that students in the upper grades demonstrated the highest level of proficiency across all four modalities.
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](#))

After a review of the four modalities, it is clear that our students have strong oral communication skills. A majority of students scored as advanced in speaking and listening. In contrast, a majority of our students demonstrated an Intermediate level of proficiency in reading and writing. We also found that students in the upper grades demonstrated the highest level of proficiency across all four modalities.

To maintain the level of proficiency in speaking and listening, students will continue to engage in collaborative activities, in a variety of groupings to discuss, share, reflect, express opinions, and share information and ideas. Students will also be encouraged to convey information through the spoken language using conventions and features of American English appropriate to audience. Students will take turns speaking and listening attentively to each other. They will also participate in formal and informal talk.

To support the students in the area of reading students will be encouraged to use reading strategies such as reviewing, skimming, and predicting to improve comprehension. A variety of literature will be provided in English and in their Native Language. Graphic organizers, charts, examples of different forms of writing, and incorporating writing across the curriculum will help build up students' writing skills. Writing instruction everyday, including teaching the writing process, is essential for the development of writing. To support all four modalities, we need to set high expectations, provide for a variety of learning styles and encourage students to take risks. We incorporate listening, speaking, reading and writing into our daily instruction.

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?

After a review of the four modalities, it is clear that our students have strong oral communication skills. A majority of students scored as advanced in speaking and listening. In contrast, a majority of our students demonstrated an Intermediate level of proficiency in reading and writing. We also found that students in the upper grades demonstrated the highest level of proficiency across all four modalities. Beginner level students fare better in their native language in informal assessments than in the target language of English. As their English skills improve, the difference between their native language and English informal assessments decreases. These results demonstrate the students' growth in English proficiency.

To maintain the level of proficiency in speaking and listening, students will continue to engage in collaborative activities, in a variety of groupings to discuss, share, reflect, express opinions, and share information and ideas. Students will also be encouraged to convey information through the spoken language using conventions and features of American English appropriate to audience. Students will take turns speaking and listening attentively to each other. They will also participate in formal and informal talk.

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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](#).)

RTI focuses on three tiers of Instructional Support. Tier 1 - 80% of students - aimed at increasing English Language Development for ELLs, Tier 2 - 5-10% of students, extra attention and experienced targeted to specific students, in addition to core instruction, Tier 3 - 1-5% of students - intensive and individualized instruction (small-group). This framework encourages teachers to view English Language Learners status as an asset to draw upon. Teachers build upon the linguistic capabilities ESL students bring to the classroom and help

them to understand where challenges may lie. The RTI model is broken down into 4 steps: Universal screening, strong core instruction, intensive tailored instruction, and progress monitoring. If an ESL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student will receive targeted instructional support to bolster development in this area. This support will be delivered in conjunction with ESL services. Using the RTI model, the instructional core (classroom teachers incorporating the needs of ESL students into their lessons) is tailored to meet the needs of all learners in the classroom. ELLs receive instructional interventions that utilize strategies that are research-based with ELLs. In addition, monitoring the progress of ELLs is especially important as the AIS provider will then provide additional support in building language skills to students who are not meeting the expected rate of progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
If a student struggles with literacy in their L1, we teach literacy in their L1 and L2. By building up their literacy in their L1, they can then transfer their knowledge of literacy to their L2. Classroom teachers also apply ESL techniques in their teacher. ELLs benefit greatly from Visuals. As a result of this, classroom teachers incorporate a greater number of visuals in the class than they would if there were no ELLs present. Providing visuals is especially important when introducing new vocabulary or introducing familiar vocabulary in a new way in the text.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our school exceeded both AMAO1 and AMAO 2 goals. Our school received 78.9% for AMAO 1 and 15.7 % for AMAO2.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)  
Identification procedures, parent orientation, parent selection survey, and child placement and annual evaluation (NYSESLAT).  
The following procedures take place within the first ten days after registration:  
When the parents come to a register a child, a pedagogue will assist the parent in filling out the Home Language Identification Survey (HLIS). The HLIS is provided to the parent in the language they feel most comfortable with. If the parent prefers to speak in a language other than English, a pedagogue who speaks that language is called in to interview that parent. If there is no one present who can speak the language of that parent, then the translation and interpretation unit is called and a translator is provided. The Lab-R is then administered by one of the ESL teachers if it is deemed appropriate by the adults involved with the meeting of the parent.
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.  
Miss Rubsam, Ms. Cabinte, Ms. Vazquez, and Mrs. Segur are certified in ESL. Miss Rubsam speaks Spanish and administers the Spanish Lab-R if the child does not meet the cut score on the English Lab-R. After it is determined that the student qualifies for services, the parent is given a written invitation in the home language of the parent (parent entitlement letter) for a parent orientation. At the parent orientation, parents view the orientation video in their preferred language and have the opportunity to ask questions. Translators are present to facilitate communication. The parents are informed about the program available at our school and of the different bilingual/ESL programs that are available in the NYC public schools. The parents are informed of their right to place their child in any of these programs. The parent then fills out the parent survey/selection form with the help of the ESL teacher or translator. If the parent wishes to place their child in a program not available at our school, the ESL teachers research and provide the parent with the contact information of the schools in the area that provide that particular program. Every attempt is made to contact the parent and invite them to the school to attend parent orientation. If the parent does not fill out a parent

survey/selection form, then the child is placed in the default Transitional Bilingual Education program.

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 [\[see tool kit\]](#).)  
If it is deemed that the students are eligible for ESL services as per the LAB-R, the parents are invited to a Parent Orientation where they provided with the video demonstrating the different types of programs available. The parents are then given parent selection forms in their native language and given the chance to make their decision. At the parent orientation, the parents are given the entitlement letter which shows that their child is eligible for ESL services. At the end of the parent orientation, the program selection forms are collected and kept in the ESL compliance binder. If the parent is unreachable or not able to attend the parent orientation after multiple dates are provided to the parent, the students is placed in a transitional bilingual education program. If this program is not available at the school, the school will keep tabs on the number of students who wish to be in a transitional bilingual education program. The ELPC is updated within ten days after the parent's preferred choice is provided.
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.  
All communication/consultation activities with parents are done in the parent's preferred language. If the parent chooses to have their child placed in a program not available at our school, then the ESL teacher researches and provides that parent with the contact information of schools that provide the given program. We monitor the number of parents who choose dual language in our school. If 15 students in two consecutive grades want dual language, we will form a dual language class in the student's L1. Documents such as parent choice for type of ESL program, entitlement letters, continued entitlement letters, and no longer entitled letters are kept in the ESL compliance binder.
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.  
If it is deemed that the student is eligible for ESL services as per the LAB-R, the students are given the NYSESLAT at the time the NYSESLAT is administered (May). The speaking component is administered 1 to 1. There are two ESL teachers currently providing service at our school. The students are administered the speaking portion of the NYSESLAT by the ESL teacher is not their current ESL provider. Reading, Writing, and Listening may be administered to a group of students. The extended writing component and speaking component are scored by a teacher other than the student's current ESL provider. This ESL teacher scores half of each modality and another teacher scores the other half (this other teacher is not the students' current ESL provider). A classroom teacher(s) is chosen to help score the ESL modality assessments.
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.   
The trend in program choice has been freestanding ESL. The parents are always informed that their preferred choice will be honored to the best of our abilities (transitional bilingual program needs 15 students in consecutive grades to run a transitional bilingual program). We have not received a parent preferred choice of dual language or transitional bilingual education as of date. If the parent were to choice one of these programs, both the ESL teachers and parent coordinator would contact nearby schools to see if they have space in the program of which the parent prefers.

## 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])?

We use both the push-in and pull-out model. We pull-out students by grade and their proficiency level. If there a significant number of ELLs in a grade, the students will be split into different groups based on their proficiency level.

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)?

Based on the students' proficiency, the students are allotted the number of corresponding minutes of mandated ESL service. For example, students with a proficiency level of Beginner or Intermediate are provided with 360 minutes of ESL services per week during school hours. Students with advanced proficiency are provided with 180 minutes of ESL service per week. NLA is provided to newcomers who need additional support in their L1 in order to learn the L2. The ESL teachers align their curriculum with the ELA curriculum as much as possible. The ESL students confer with the classroom ELA teachers as often as possible in order to ensure that the students are being properly supported with the ELA curriculum.

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.

The ESL teachers align their curriculum with the ELA curriculum as much as possible. The ELA curriculum is broken down in a way that makes it comprehensible to the ELLs. As students build their L2 skills, less scaffolding is needed. Students are pulled out of their enrichment classes where they are provided with sheltered English instruction. The ESL students are provided with additional support in reaching the targeted goal of each ELA lesson. ESL strategies such: providing visuals, focusing on word pronunciation, stress, connotation, multiple examples of difficult vocabulary -with students also providing their own examples of the learned vocabulary word in focus, etc. TPR is used as much as possible to explain new vocabulary. Students are always encouraged to use their body language/facial expressions to explain the meaning of a learned word

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Informal assessments are used to assess student proficiency in their L1.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Both informal and formal assessments are given periodically to asses their English skills in all four modalities. Receptive skills such as reading and writing are formally assessed through the school created assessments provided three times of year, through MOSL, and teacher created assessments. Expressive skills such as speaking and listening are assessed informally. A student will be asked to orally retell what happened in a text (this also measures reading comprehension) or asked to paraphrase a sentence that the tacher or a student said. The teacher will read aloud a passage and ask students to take notes on what was said. As the student's proficiency in listening is increased, more challenging texts will be read aloud by the teacher.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students need additional supported which is provided with support in their L1. L1 instruction will be provided for newcomers who need additional support in order to succeed. Former ELLs (students who reaching proficiency 1-2 years ago) are eligible for ESL service

if deemed necessary. These students are also required to receive ELL modification in standardized testing (time and a half). Students who have been receiving ESL service from 4-6 years, often need help attending CALP and so the focus is on building academic vocabulary within reading and the ability to use the given vocabulary in their writing. Long term ELLs will be provided with additional with AIS or RTI in addition to ESL.

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?

The ESL program is aligned to the ELA curriculum. The ESL teachers use scaffolding to make the material comprehensible to ALL ELLs.

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?

The ESL teachers confer regularly with the Special Education, SETTS, and speech teachers in order to support the ELLs both in achieving their IEP goals and attaining English proficiency. Students are provided with grade level and age appropriate text as per the ELA common core curriculum. ESL teachers, Special education teachers, SETTs providers, and speech teachers use scaffolding to make the given material comprehensible to ELL-SWD. ELL-SWDs are provided with additional time to complete the given tasks as per the ELA curriculum. Difficult vocabulary is broken down by using visuals, multiple examples, body language/facial expressions if applicable, etc. Students are allowed to use the internet to find images that in their mind correspond with the meaning of a vocabulary word (the image is to help them deepen their understanding of a given vocabulary word). IEP meetings who receive ESL services are attended by the student's current ESL provider. At this meeting, the ESL teacher provides both parent/guardian and other teachers present at the meeting with the number of minutes the student receives ESL services per week. Service providers ensure that ELL-SWDs are receiving the scaffolded instruction they need in order to remain in the least restrictive environments.

**Courses Taught in Languages Other than English**

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week

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

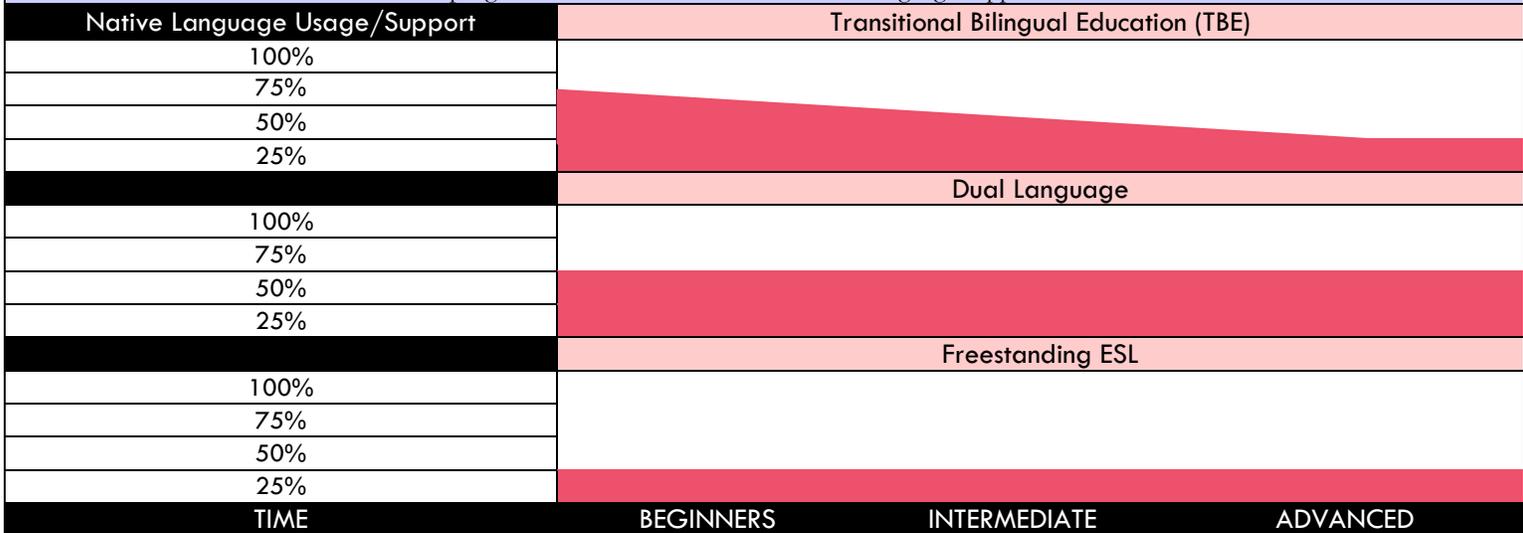
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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.

RTI is provided for students in K-5 and AIS is provided for students in grades 6-8. SIFE students and long term ELLs are serviced with RTI and AIS support. L1 instruction is used for ELLs who struggle in attaining the L2 due to difficulties in attaining proficiency in their L1. Students who are deemed to need additional support in math as per data driven assessments provided by both the classroom teacher and by the school, are provided with SETTS. The number of periods of SETTS service is dependent on the students current proficiency in math. Students who are deemed to need additional support in social studies and science as per data driven assessments provided by both the classroom teacher and by the school are provided with needed additional support through AIS. These students may receive extra support by either of the ESL teachers (both teachers provide AIS services in addition to ESL services), or a SETTS provider, or a special education teacher in either a 12:1 or ICT classroom.
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 programs have enabled our ELLs to be successful learners. Our school met AMAO1, AMAO2, and AMAO3. The ESL teacher has attended the "Understanding AMAO" workshop provided by Fordham PSO/CFN 551. At this workshop, I was provided the tools needed to understand and calculate the the AMAO for ELL population. Our ESL program exceeded the desired AMAO 1, AMAO2, and AMAO 3 goals.
11. What new programs or improvements will be considered for the upcoming school year?

This year we have implemented MOSL - measures of student learning which assesses student in both social studies and science content areas. The results of these MOSL assessments provide ESL teachers with additional information regarding students' reading comprehension and writing abilities.
12. What programs/services for ELLs will be discontinued and why?

At this point, no program or ELL service will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs participate in after school programs that are aligned with ELA curriculum and aim to build academic vocabulary across all content areas. ELLs also participate in the extended morning program. ELLs actively participate in the school provided extracurricular activities such as Roads to Success (a program that provides students with physical education and homework help as well as team building), basketball team, archery team, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Texts provided in the student's ELA class may be translated into their native language. The student will then be provided with text in both their native language and in the target language. The student is encouraged to write the definition of the academic vocabulary to be learned in the text in their native language if the student finds it helpful. The translated material is often helpful for beginning and intermediate proficiency ELLs. I will often translate text used in their Social Studies class if the teacher or student believes it will be helpful in learning the material. When reading through the ELA text in a pull-out group I will have a microsoft word document ready with images that represent the academic vocabulary to be learned in the text. The images will be provided as the given vocabulary is read aloud. Students are then encouraged to find an image on the internet that helps them to remember or deepen their understanding of the vocabulary word.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our school provides a Freestanding ESL program. Native language support is provided both in written and oral format to students who are at beginning or intermediate proficiency. Text may be translated into the student's L1 and technology that speaks as it translates material into the students L1 will be used if deemed helpful to the student.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The ESL program is aligned with their grade level ELA curriculum where possible. As a result, all text received by the student is grade and age level appropriate. The ESL teacher will apply ESL techniques to break down the material so it is comprehensible for the ELLs.
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.

The school provides workshops on a variety of topics: standardized testing, reading research and balanced literacy, and curriculum night (where parents meet with classroom teachers and get information on all aspects of the curriculum. Parent and students are also invited to celebrations of academic work (i.e. writing celebrations, academic fairs, family math night) held at various times of the day to maximize parent participation. These celebrations are attended by all students and parents, not just ESL students and

their parents. This gives ESL students and their parents the opportunity to meet other parents and students outside of the ESL realm. The school will celebrate the different cultures represented in our school population at different times of the year. ESL students, as well as students not in ESL programs, are encouraged to participate in the performing arts productions held at various times of the year. These productions may be themed as they currently were during Hispanic heritage month/ Parent workshops are facilitated by Administration, Parent Coordinator, Coaches, teachers, and are presented in English and Spanish for our large Spanish speaking population. Such workshops are aimed at helping not only the parent, but the student in attendance as well in understanding the ESL program. One aim of the ELA workshops is to provide a context for understanding reading progress. Parents are also provided with strategies for helping their children pick "Just Right Books". Familiarizing parents with school policy for homework communicates the school's high expectations for each student and how that is related to homework. Students are introduced to engrade pro which provides their current grades/progress in all of their classes and where they can see their homework for that night if they didn't get a chance to write down their homework for that night while in the classroom.

18. What language electives are offered to ELLs?

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.

ESL staff will participate in professional development involving new ELL strategies. On campus workshops will include the following:

- Differentiated Instruction
- Portfolio development
- Reading and Understanding data reports
- Standardized Testing for ELLs
- Reading Comprehension Strategies
- Scaffolding techniques in content instruction - ongoing
- Writing in the content areas

In addition, we will seek outside assistance from our PSO. One or two faculty conferences will be used to discuss ESL matters.

2. Fifth grade teachers will introduce their students to some of the upper school faculty and peer mentors will be provided to new ELLs transitioning from elementary to middle school.

3. All staff will be invited to attend various workshops that discuss how to address the special needs of ELLs in their classroom. Attendance will be taken at all school wide ELL training.

4. ESL teachers record the number of hours of ESL training received as per ESL workshops provided by Fordham. ESL techniques are presented to the staff during PD hours. These workshops encourage classroom teachers to include ESL techniques in their lessons when teaching.

### 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?

The school provides workshops on a variety of topics: standardized testing, reading research and balanced literacy, and curriculum night (where parents meet with classroom teachers and get information on all aspects of the curriculum. Parents are also invited to celebrations of academic work (i.e. writing celebrations, academic fairs, family math night) held at various times of the day to maximize parent participation. Parent workshops are facilitated by Administration, Parent Coordinator, Coaches, teachers, and are presented in English and Spanish for our large Spanish speaking population. One aim of the ELA workshops is to provide a context for understanding reading progress. Parents are also provided with strategies for helping their children pick "Just Right Books". Familiarizing parents with school policy for homework communicates the school's high expectations for each student and how that is related to homework. Teacher generated surveys are distributed to parents in order to evaluate their needs. The parents association and the school work together to survey the parents about their specific needs. SLT meetings are held twice a month in the evenings for the parents to attend. In addition, our parent coordinator is always available to speak to the parents

### **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: <u>Museum Magnet School</u>		School DBN: <u>03M191</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Verdesoto	Principal		10/29/13
Sandra Perez	Assistant Principal		10/29/13
Damaris Carrion	Parent Coordinator		10/29/13
Lindsay Rubsam	ESL Teacher		10/29/13
	Parent		10/29/13
Marcia Kaufman/SETTS/ICT	Teacher/Subject Area		10/29/13
Deirdre O'Neill	Teacher/Subject Area		10/29/13
	Coach		10/29/13
	Coach		10/29/13
Kolott Coalbrooke	Guidance Counselor		10/29/13
	Network Leader		10/29/13
	Other _____		10/29/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **03M191** School Name: **Museum Magnet School**

Cluster: \_\_\_\_\_ Network: **551**

**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**

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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.

ELL Documents are provided to ESL parents in their preferred language. The translation and interpretation unit may be asked to translate materials if the parents language is a low incidence language. Meetings between parents and teachers are provided in the parent's preferred language. If a pedagogue or the parent coordinator is unable to speak to the parent in their preferred language, the department of translation and interpretation is called to provide information in the parent's preferred language.

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.

We have relied on the translation and interpration unit one time last year, as none of the staff are able to communicate in Mandarin. One of the ESL teachers and the parent coordinator are able to communicate in Spanish, a high incidence language at our school, in both oral and written format. In the HLIS form, parents are asked to write down the language they prefer to receive information in. This information is taken into account and the parent will receive all school documents translated into their L1.

## Part B: Strategies and Activities

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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.

Chancellor's Regulation A-663 requires language services in the nine most common languages other than English spoken by parents of New York City school children. Based on the DOE's Home Language Identification Survey these languages are Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu (hereinafter referred to as the "covered languages"). These languages, including English, account for over 95% of student households. All school documents are provided in the parent's preferred language. The Translation and Interpretation unit may be called on to provide translation services in both oral and written format. Support in additional languages is available through contracted vendors use in-house staff or other parents to translate both orally and in written form. If necessary, we contact an outside vendor such as the Translation and Interpretation Unit.

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.

All school documents are provided in the parent's preferred language. The Translation and Interpretation unit may be called on to provide translation services in both oral and written format. Support in additional languages is available through contracted vendors use in-house staff or other parents to translate both orally and in written form. If necessary, we contact an outside vendor such as the Translation and Interpretation Unit.

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>.

Documents containing critical information that are translated include, but are not limited to, the following areas:

- Registration, application and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- Transfer and discharge

Furthermore, parents are made aware of their rights to receive all written and oral information in their preferred language.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Museum Magnet School	DBN: 03M191
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 4
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The title III after school program with Ms. Rubsam (ESL teacher) takes place every Tuesday after school for 1 1/2 hours from 3:10. - 4:40. This program includes 4 8th grade ELLs. This program started on October 21 and will continue until June 16. This Tuesday is approx 30 sessions. The focus is on building the English literacy skills needed for them to fully participate in all their content classes. Starting December 18, Ms. Rubsam will be holding her after school program on Thursdays as well. The Thursday program will be for 1 1/2 hours from 2:40 - 4:10. This Thursday program is approx 23 sessions. The end date is June 18. The Thursday program will serve the 4 8th grade ELLs as on Tuesday. Expeditionary learning materials as well as teacher created materials are used in this after school program. Starting on January 16, Ms Cayembe (classroom teacher with bilingual license) will be having her after school program on Thursdays for 1 hour with 5 4th grade ELLs from 2:40 - 3:40. The focus is on building literacy skills that will help the students in all content areas. Expeditionary learning materials as well as teacher created materials will be used. This program will continue until June 18. This is 21 sessions. Also starting in January 16, Ms. Javier (classroom teacher with bilingual license) will be having her after school program on Thursdays for 1 hour 5 K-1 ELLs from 2:40 - 3:40. Teacher created materials, with a focus on phonics, will be used. This program will continue until June 18. This is 21 sessions.

**Part C: Professional Development**

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

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

Begin description here: Ms. Rubsam and Ms. Segur will be attending PDs focusing on building the literacy skills needed to help ELLs succeed in all content areas. There is a PD held by Auburn in January that Ms. Rubsam will be attending. Fordham will be holding a PD for RTI for ELLs in February/March that Ms. Segur and I will be attending.

Our school also hold PD sessions during the school year for all staff.

Workshop titles tentatively include:

### Part C: Professional Development

Managing student behavior - September 2014

Creating a learning environment of respect and rapport - October 2014

Differentiated instruction - January 2015

Using questioning and discussions - November 2014

Selecting appropriate texts for low level readers - February 2015

Engaging student in learning - March 2015

NYSESLAT Assessment - April

Promotional Policy - May

### Part D: Parental Engagement Activities

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

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

Begin description here: A 1 hour ESL parent workshop from 3:10 - 4:10 will be held on Wednesday, January 15 by ESL teachers Ms. Segur and Ms. Rubsam. In this workshop, parents will be informed of their student's reading level and how to pick a Just Right book. In addition, ways to support their child's literacy skills at home will be discussed. On Wednesday afternoon from 3:10-4:10, two weeks prior to the Math and ELA state tests, a parent workshop hosted by Ms. Rubsam and Ms. Segur will be held to inform parents as to what the state tests are like, how to reduce test anxiety skills, and what they can do to help their child do their best.

Our Parent Association and Parent Coordinator survey parents annually to evaluate their needs. Parent Association meetings, incentive programs, and other after-school activities are geared to meet the needs of parents as expressed to the Parents Association and the Parent Coordinator.

Parent workshops are held all year long. Presenters include Parent Coordinator, Community organizations, Principal, Teachers, Guidance Counselors and other invited guests. Workshop titles may include:

After School Programs available - September

Health Program - October

Common Core Standard for ELA and Math - November

**Part D: Parental Engagement Activities**

Helping your child study at home - January

Resources for housing support - February

ELA and Math ity Assessment - March

NYSESLAT Assessment - April

Promotional Policy - May

Summer Programs - June

ELL Parents are included in all activities. Translators are always provided and invitations are made in the parents home language.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
<b>TOTAL</b>	_____	_____