

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**03M191**

**School Name:**

**P.S. 191 AMSTERDAM**

**Principal:**

**LAUREN KEVILLE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Museum Magnet School School Number (DBN): 03M191  
Grades Served: PreK-8  
School Address: 210 West 61<sup>st</sup> Street  
Phone Number: 212-757-4343 Fax: 212-757-1022  
School Contact Person: Damaris Carrion Email Address: dcarrion@schools.nyc.gov  
Principal: Lauren Keville  
UFT Chapter Leader: Bambela Mpongo  
Parents' Association President: Kajsa Reaves  
SLT Chairperson: Stacie Lorraine and Susannah Blum  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 3 Superintendent: Ilene Altschul  
Superintendent's Office Address: 154 West 93<sup>rd</sup> Street New York, NY 10025  
Superintendent's Email Address: ialtsch@schools.nyc.gov  
Phone Number: 212-678-5857 Fax: 212-222-7816

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue NY, NY 10011  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 917-339-1765

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Margaret Hood	*UFT Chapter Leader or Designee	
Kajsa Reaves	*PA/PTA President or Designated Co-President	
Damaris Carrion	DC 37 Representative (staff), if applicable	
Cathy Ramos	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maiken Panduro	Member/ Parent	
Zenobia Petersen	Member/ Parent	
Nicole Leonard	Member/ Teacher	
Stacie Lorraine	Member/ Teacher	
Susannah Blum	Member/ Teacher	
Jennifer Lopez	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</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.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 2014-2015 school year, our students made 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 2015-2016 school year is on improving literacy levels through ongoing assessment and differentiation in response to student need. We have prioritized intervention and enrichment for our students. We will build in an intervention block, improve writing through TC Writer's Workshop and increase independent reading time with Lighthail, and improve reading levels in K-2 using a multi-sensory phonic program, Foundations.

In addition to our continued work on literacy, we will increase our focus on building problem solving and foundational math skills in all classrooms. This work will connect with our literacy goal, as well. Teachers will increase the use of reading strategies and writing in mathematics. Additionally, teachers will do ongoing assessments and respond to student need based on those assessments.

### 03M191 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	491	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				16
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
				9
				N/A
School Composition (2013-14)				
% Title I Population	76.5%	% Attendance Rate	91.8%	
% Free Lunch	73.9%	% Reduced Lunch	5.8%	
% Limited English Proficient	7.6%	% Students with Disabilities	27.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	38.5%	
% Hispanic or Latino	44.6%	% Asian or Native Hawaiian/Pacific Islander	7.0%	
% White	8.8%	% Multi-Racial	0.4%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.25	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.3	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4	9.2%	
Science Performance at levels 3 & 4 (4th Grade)	85.7%	Science Performance at levels 3 & 4 (8th Grade)	37.3%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	84.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on the needs assessment and the data we have collected, we have determined that we will focus on using ongoing assessment to differentiate instruction for our students to ensure rigor and accessibility. We used writing assessments, the DRP, Fountas and Pinnell, MoSL, state test scores, and interim assessments to identify the need for more rigorous instruction and better access for our students. In our Quality Review, instruction (1.2) was named as an area of growth, so this goal ties directly to that feedback. Additionally, we analyzed teacher Advance data and saw that we need continued work on Danielson 3C (Engagement) and Danielson 3D (Assessment). Our teachers averaged a score of 2.62 in 3C and 2.57 in 3D. We will measure improvement in this area using the Danielson Framework to measure teacher growth in the area of Engagement and Assessment as evidence of increased rigor.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of teachers will show growth in Engagement (Danielson 3C) and Assessment (Danielson 3D) as evidenced by increased Advance ratings and growth in student outcomes on MoSL assessments.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teacher team time and PD will focus on using data to differentiate instruction to increase Engagement (3C) , which will be monitored through observations. Teachers will focus on using assessments (Danielson 3D) to plan tiered lessons to ensure they are differentiating instruction to support struggling students and challenge more advanced students with the goal of increasing engagement.</p>	<p>All teachers</p>	<p>September-June</p>	<p>Teachers and administrators</p>
<p>We will continue to use Expeditionary Learning and Ready Gen, but we are adding Wilson Foundations in grades K-2, Lightsail in grades 3-8, and the Teacher’s College Writer’s Workshop Program for grades K-8 to address the needs of these areas of concern. Additionally, teachers will focus on tiering lessons based on student data to support students in need and challenge students who need to be pushed.</p>	<p>All students</p>	<p>September-June</p>	<p>Teachers and administrators</p>
<p>An intervention/enrichment block will be built into our day for middle school students, and differentiated reading groups in the lower school, so that all students get the support and challenge they need. These groups will be formed using assessment data and ongoing assessment will be used to track growth and make changes to the groups as needed.</p>	<p>All students, interventions for SWDs, ELLS.</p>	<p>September-June</p>	<p>Teachers and administrators</p>
<p>We will hold family workshops to teach our parents how to continue this work at home. We will use family outreach time to keep parents informed about their child’s progress.</p>	<p>All students</p>	<p>September-June</p>	<p>September-June</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>We will use our MSQI funding for the work with our middle school. We have purchased Lightsail for grades 3-8 and Foundations for grades K-2. We will also use Title 1 funds to pay per session for afterschool intervention and enrichment.</p>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, 40% of teachers will show growth in Engagement (Danielson 3C) and Assessment (Danielson 3D) as evidenced by increased Advance ratings and growth in student outcomes on MoSL assessments.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on teacher feedback, parent feedback, OORS data and our designation as a “Persistently Dangerous School”, our focus on improving school culture is critical to the success of the school. In SY 2014-2015 we exceeded the STVI threshold due to our number of weighted incidents, specifically the high number of level 4 incidents in OORS.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will decrease our Level 4 and 5 incidents by 50% as compared to SY 14-15.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Implement the Mind Up social emotional curriculum in grades preK-8, add the 4Rs training for all teachers of grades 3 and 4. Implement a social skills curriculum called “Second Step” to directly focus on teacher positive and pro-social behavior. 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</p>	<p>All students</p>	<p>September-June</p>	<p>Teachers and administrators</p>

classroom management, de-escalation and building positive relationships with students.			
Facilitate Professional Development and Professional Learning Communities focused on reaching our most struggling students. Read "Teaching with Poverty in Mind" and discuss the implications for our work. Facilitate Kid Talk Protocols, Social Emotional Team Meetings and Behavior Team Meetings to ensure we are addressing the needs of all students.	All students, ELLs, SWDs	September-June	Teachers and administrators
Develop and implement clear and consistent systems and structures, so the expectations are clear to parents, teachers and students.	All	September-June	Teachers and administrators
Facilitate parent workshops on structures and new initiatives so that parents can support the social emotional work at home. Encourage parent collaboration focused on improving student behavior through increased communication and positive behavior support.	All	September-June	Teachers and administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Mind Up advisory curriculum, Second Step Curriculum, PD resources, subs for teacher training, rewards and awards for positive reinforcement, time for parent workshops, teacher per session											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, we will decrease our Level 4 and 5 incidents by 50% as compared to SY 14-15.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the needs assessment and the data we have collected, we have determined that we need to focus on improving instruction and create more cohesive teacher practices that will impact students growth across the school. We used the Writing Pathways assessment as a school-wide writing assessment and determined a need to improve student writing ability across the school. We also used the state testing data, Fountas and Pinnell Levels, and DRP scores to establish a need for growth in reading levels across the school. In order for our students to make growth in all content areas, we must focus on increasing reading and writing levels. Teachers will engage in the inquiry process using a looking at student work protocol with a focus increasing access and engagement through differentiation to track student growth.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will engage in inquiry using a student work protocol with a focus on reading and writing to improve student achievement and create cohesive practices across the school. As a result, 75% of students will make growth on the school-wide Writing Pathways Rubric and all students will make at least one year of growth on reading assessment (F&P, DRP, WIST).

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers of grades K-5 will implement the TC Writer’s workshop (K-5), Foundations (K-2), and guided reading (K-5) with a focus on improving literacy levels across classrooms. Teachers of grades 6-8 will participate in MSQI implementing a vocabulary curriculum (Word Generation) that will increase literacy levels (reading and writing) across classrooms, and teach tiered reading classes based on student ability to move students reading levels.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Admin and team leaders</p>
<p>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 students.</p>	<p>Teachers and students</p>	<p>September-June</p>	<p>Admin and team leaders</p>
<p>Teachers will use our website and regular outreach to keep parents updated on the work that is happening in their classrooms so that parents can support this work at home. We will also hold ongoing parent workshops to work with parents on how to support their child’s academic growth. The weekly words will be posted all over the school, announced in the morning and sent home.</p>	<p>Parents</p>	<p>September-June</p>	<p>Admin and team leaders</p>
<p>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.</p>	<p>Team leaders and teachers</p>	<p>September-June</p>	<p>Admin and team leaders</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>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.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 100% of teachers will engage in inquiry using a student work protocol with a focus on reading and writing to improve student achievement and create cohesive practices across the school. As a result, 50% of students will make growth on the school-wide Writing Pathways Rubric and all students will make at least a half year of growth on reading assessments (F&P, DRP, WIST).

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the results of reading assessments (Fountas and Pinnell and the DRP), writing assessments (Writing Pathways), and Quality Review feedback, our focus on literacy will continue, as well as our focus on improving number sense. We will also increase our focus on differentiation and access in classrooms in order to improve student engagement and outcomes. We will focus on Danielson 3C and 3D. Administrators will increase the amount of time spent in classrooms and will give timely feedback to teachers, focusing on seeing the implementation of feedback in future lessons.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers will receive actionable feedback and professional development in Danielson 3C and 3D to improve student engagement and use of assessment to drive instruction with the goal of increasing the number of students meeting or exceeding standards on state assessments by 15% in Math and 20% in ELA.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <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 promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development focused on engagement and assessment. Inter-visitations focused on 3C and 3D, as well as ongoing observations and feedback to all teachers.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Administration and team leaders</p>
<p>Professional development for teachers on providing access for SWDs and ELLs using differentiation and assessment to drive instruction.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Administration and team leaders</p>
<p>Parent training on understanding where their child stands and how to help them make progress.</p>	<p>Parents</p>	<p>September-June</p>	<p>Administration and team leaders</p>
<p>Creating systems for inter-visitation for teachers so they give and receive feedback from each other to push their practice.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Administration and Team leaders</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>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 improving engagement through differentiation and access.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 all teachers will receive actionable feedback in Danielson 3C and 3D in order to move practice in this area with a goal of 3 feedback sessions for each teacher by February 2016 with the goal of increasing the percentage of students meeting standards.</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We have been working to improve family engagement, but as we assess this area, we need to increase parent activities and structures for communication. During SY 2014-2015, we focused on increasing parent involvement in PTA meetings and activities, but through our parent surveys, informal discussions, SLT meetings, and PTA meetings, we realized that we need to focus on bringing parents in with their children and engaging our parents through family events.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will increase the number of family events at our school by 30% as compared to SY 2014-2015.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>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.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Administration and Parent outreach team</p>
<p>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.</p>	<p>Parents</p>	<p>September-June</p>	<p>Administration and Parent outreach team</p>
<p>Monthly family celebrations that focus on involving all parents in the community. Monthly newsletters to increase engagement. Monthly rituals such as Family Fridays, Magnet Cafe and Monthly town hall meetings.</p>	<p>Parents</p>	<p>September-June</p>	<p>Administration and Parent outreach team</p>
<p>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.</p>	<p>Parents</p>	<p>September-June</p>	<p>Administration and Parent outreach team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>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.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016 we will increase the number of family events at our school by 30% as compared to SY 2014-2015.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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>	2015 NYS ELA scores and school based assessment performance, F/P Levles, DRP levels	Differentiated Instruction, guided reading, phonics and fluency instruction	Small group and one on one instruction	During the school day and after the school day.
<b>Mathematics</b>	2015 NYS math scores and school based assessment performance, F/P levels, DRP levels	Differentiated Instruction, skill based instruction	Small group and one on one instruction	During the school and after the school day.
<b>Science</b>	Performance on School based assessments	Differentiated instruction	Small group and one on one instruction	During the school and after the school day.
<b>Social Studies</b>	Performance on School based assessments	Differentiated instruction	Small group and one on one instruction	During the school and after the school day.
<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	AIS	Small group and one on one instruction	During the school day and after school day

## 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 section where the response can be found [for example, Section 5A-Part 4].
- 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>

### 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>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. PD this year is focused on increasing student engagement and using assessment to drive instruction. Other PD 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.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We continue to grow our professional development practices as a school community. All teachers will or have received professional development in all new initiatives that have been rolled out this year (Lightsail, Foundations, TC Writing, MSQI, etc. We have spent the first month of the school year focused on getting to know our students as learners. Our teachers have focused on assessing students, scoring those assessments, and then using that data to plan meaningful instruction. This data collection and analysis has laid the foundation for our instructional focus – engagement through differentiation, and use of assessment to plan for all students. We will launch our instructional focus and have ongoing PD focused on using data to differentiate instruction.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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**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, 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	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> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	237,156.00		
Title II, Part A	Federal	39,432.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,797,670.00		

**<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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. **[School name]**, 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. **[School name]** 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, School Quality 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**

**[School name]** , 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 on assessments.

## **I. School Responsibilities:**

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

**II. Parent/Guardian Responsibilities:**

- 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 to 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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>4</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:            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:

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

**Part C: Professional Development**

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 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

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.

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**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> </ul>	_____	_____

**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.
<ul style="list-style-type: none"> <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		
Other		
<b>TOTAL</b>		

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

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 ENL teacher, and one parent.

Principal <b>Lauren Keville</b>	Assistant Principal <b>Sandra Perez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Lindsay Rubsam</b>	School Counselor <b>kolott Coalbrooke</b>
Teacher/Subject Area <b>Jaime Rosenthal</b>	Parent <b>Stacey Lorraine</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Damaris Carrion</b>
Related-Service Provider <b>Ronja Furiya</b>	Borough Field Support Center Staff Member <b>Sandra Perez</b>
Superintendent <b>Ilene Altschul</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>1</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>454</b>	Total number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	37	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	9
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	12	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	24		4	12	2	5	1			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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	3	4	5	3	1	3	1		2					0
Chinese		1	2			2								0
Russian														0
Bengali					1									0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						0
Other	1	3	1	2	1									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	3	2	5	1	1								0
<b>Emerging</b> (Low Intermediate)	1	3	1	1	1									0
<b>Transitioning</b> (High Intermediate)						0								0
<b>Expanding</b> (Advanced)	1	3	3		1	4	1	1	2					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				4										0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				4										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Assessment tools such as ECLAS-2, Fontas & Pinnel, Rigby Benchmark running records, MOSL, 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 testing conditions) provides students with an assessment. The assessment asks students to respond to a grade level informational text. Using the Common Core ELA 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 student's strengths and weaknesses. If the 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
After reviewing the scores of students in the four modalities on the NYSITELL and NYSESLAT, it is evident that students perform better in the speaking and listening than in the reading and writing modalities. Students who perform advanced in reading and writing modalities fare better on the ELA exam than students who score intermediate or below/
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The AMAO results help us identify ways we can better help our students succeed.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?  
a) We find that students in the upper grades who scored advanced in reading and writing fare better than those in the lower grades who score advanced in reading and writing. How students fare in tests taken in English as compared to the home language depends on the student's reading level in their native language. Some students are fluent in speaking their L1 but have great difficulty in reading and writing in their L1.

- b) the school leadership team and teachers work together to assess the assessments administered to ELLs and make necessary changes to ensure that these tests are not biased and hone on the skills needed to be assessed.
- c) the home language is used when it is helpful in relaying a concept to the student.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] RTI focuses on 3 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 targeted to specific students-in addition to core instruction, tier 3 - 1-5% of students - intensive and individualized instruction. This framework encourages teachers to view ELLs status as an asset to draw upon. Teacher build upon the linguistic abilities ELLs bring to the classroom and help them to understand where languages 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, 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 is tailored to meet the needs of all learners in the class. ELLs receive instructional intervention that utilize strategies that are research based with ELLs. In addition, monitoring the progress on 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 student's new 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 classroom. ELLs benefit greatly from visuals. As a result, classroom teachers incorporate a greater number of visuals in their class than they would have otherwise if no ELLs were present.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
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 classroom. ELLs benefit greatly from visuals. As a result, classroom teachers incorporate a greater number of visuals in their class than they would have otherwise if no ELLs were present.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
Identification procedure, parent orientation, parent selection survey, and NYSITELL and NYSESLAT are the steps used in the ELL identification process. When the parent comes to register a child, a trained pedagogogue will assist the parent in filling out the home language survey. This survey is provided in a language that the parent feels most comfortable with. If there is no one that can translate in the desired language, the translation and interpretation unit is called. The NYSITELL is then administered by one of the ELLs teachers if it is deemed appropriate.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
There is a SIFE test on the NYSED website that is used to help distinguish between a SIFE and non SIFE student
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).  
The SETTS and special education providers meet with the ELL teachers to assess the student's IEP and what can be done to best service the child .
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The results of the NYSITELL are recorded in the ELL binder. This document is then used to send the entitlement and non entitlement letters.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are provided with documentation notifying them of the appeal process.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
If a student is deemed as eligible for services, as per the NYSITELL, the parent is invited to a parent orientation where they watch a video in their preferred. After this video, the parent is given a program selection form - all 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 student is then placed into a transitional bilingual program. If this program is not available, the school will keep tabs on the number of students who wish to be in a transitional bilingual program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
If a student is deemed as eligible for services, as per the NYSITELL, the parent is invited to a parent orientation where they watch a video in their preferred. After this video, the parent is given a program selection form - all 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 student is then placed into a transitional bilingual program. If this program is not available, the school will keep tabs on the number of students who wish to be in a transitional bilingual program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
If a student is deemed as eligible for services, as per the NYSITELL, the parent is invited to a parent orientation where they watch a video in their preferred. After this video, the parent is given a program selection form - all 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 student is then placed into a transitional bilingual program. If this program is not available, the school will keep tabs on the number of students who wish to be in a transitional bilingual program.
9. Describe how your school ensures that placement parent notification letters are distributed.  
If a student is deemed as eligible for services, as per the NYSITELL, the parent is invited to a parent orientation where they watch a video in their preferred. After this video, the parent is given a program selection form - all 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 student is then placed into a transitional bilingual program. If this program is not available, the school will keep tabs on the number of students who wish to be in a transitional bilingual program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The results of the NYSITELL are recorded in the ELL binder. This document is then used to send the entitlement and non entitlement letters.
11. 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 NYSITELL, the students are given the NYSESLAT during the designated time period. The speaking component is administered 1:1. The students are administered the exam by an ESL teacher who is not their current ESL teacher. No part of scoring of the NYSESLAT is scored by the student's current ESL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The results of the NYSITELL and NYSESLAT are recorded in the ELL binder. These documents are then used to send, entitlement, continued entitlement and non entitlement letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Upon reviewing the parent survey and program selection forms for the past year, the trend is that parents choose the freestanding ESL program. The parents are informed of the other programs and myself and the other ESL teacher provide the parents with support as to how to enroll their student in a different program if chosen.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
We use both the push-in and pull-out model. We pull-out students by grade and proficiency level.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Based on student proficiency level, the student is allotted the number of corresponding minutes of ELL service. For example, students with a proficiency level of beginner or intermediate are provided with 360 minutes of ELL service per week. Students with advanced proficiency are provided with 180 minutes of ELL service. HLA support is provided to students who need additional support in their L1 in order to learn their L2.
3. Describe how core content is delivered in each program model. 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 ELL 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 ELLs. As students build their L2 skills, less scaffolding is needed. Students are pulled out in order to receive additional support that will help them attain a deeper understanding of the material taught via the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 assess their English skills in all four modalities. Receptive skill such as reading and writing are formally assessed 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 the text or asked to paraphrase a sentence that the teacher or a student said. The teacher will read aloud a passage and ask students to take notes on what was said. Throughout the year, more challenging texts will be provided.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL statusSIFE students need additional support which is provided with support in their L1. Additional instruction will be provided for newcomers who need extra support in order to succeed. Developing ELLs often need help developing 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 support with AIS or RTI. Former ELLs will receive ESL services for 2 years after they have passed the NYSESLAT.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.  
Students who have been re-identified as ELLs will then receive ESL services that will the child to succeed academically.
8. 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ESL teachers confer regularly with the Special Education, SETTS, and speech providers in order to support the ELLs in both 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. ELL-SWDs are provided with additional time to complete tasks. 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. IEP meetings who for students who receive ESL services are attended by th student's current ESL provider.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

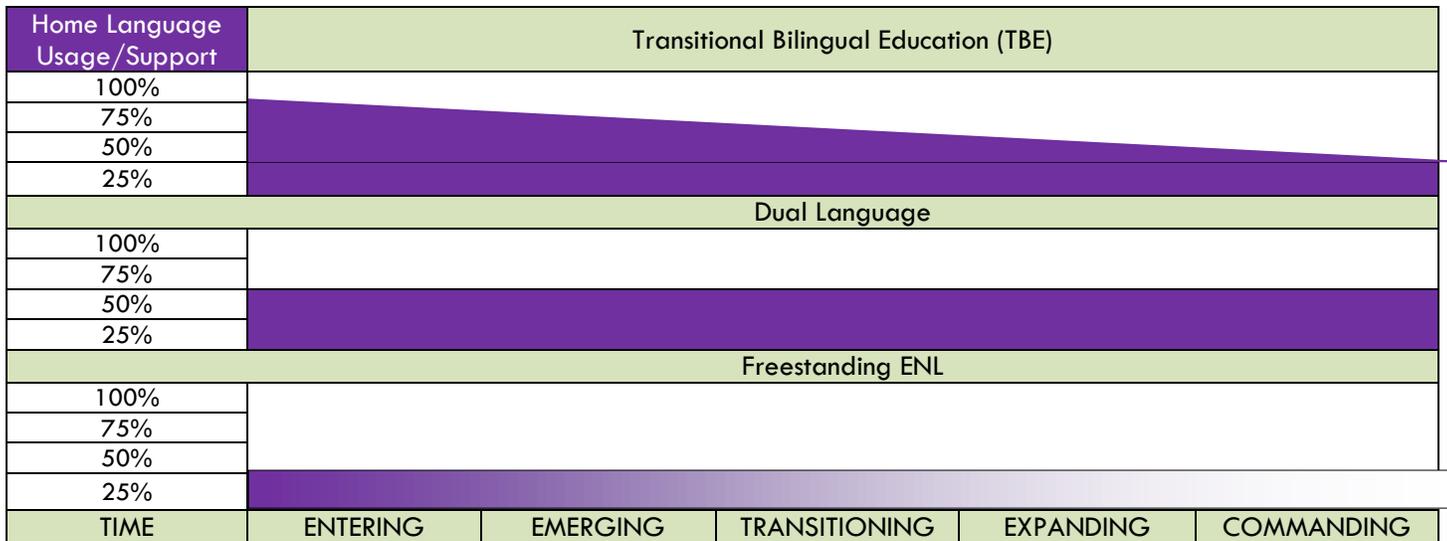


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 grade 6-8. SIFE students and long term ELLs receive RTI and AIS support. Extra support is given to ELLs who struggle in attaining their L2 due to difficulties in attaining proficiency in their L1. Students who need additional support are provided with SETTS. The number periods of SETTS service is dependent on the student's current proficiency in math.
11. 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. I attended the Understanding AMAO workshop and was provided with the tools to understand and calculate the AMAO.
12. What new programs or improvements will be considered for the upcoming school year?  
At this point, no new programs will be added.
13. What programs/services for ELLs will be discontinued and why?  
At this point, no programs/services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs actively participate in after school programs such as the YMCA and Lincoln Square, choir etc. Title III afterschool programs are offered to ELLs by Ms. Rubsam.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Texts may be translated into a student's L1 in order to facilitate understanding. The student is encouraged to write the definition of the academic vocabulary to be learned in their L1. Translated materials are often helpful for beginning and intermediate ELLs. Images in a powerpoint will be used to help aid understanding of new vocabulary/concepts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Our school has a freestanding ESL program. L1 support is provided in both written and oral format to students who are beginning or intermediate students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The ESL program is aligned with their grade level ELA curriculum where possible. As a result, all texts received by a student is grade and age level appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
The school provides workshops on a variety of topics: standardized testing, reading research and balanced literacy, and curriculum night. Parents and students are also invited to celebrations of student work held at various times throughout the year.
19. What language electives are offered to ELLs?  
none
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Workshops focusing on writing in content areas is especially applicable as the common core places higher demand on students to interact and respond with text.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Fifth grade teachers will introduce their students to some of the upper school faculty and peer mentors will be provided to help ELs transtion from elementary to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
ESL teachers record the number of hours of ESL training attended. ESL techniques are presented to the staff during PD hours. These workshops encourage classroom teachers to include ESL techniques in their lessons.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
Meetings with ESL parents can happen individually during the day at a set time or after school during our parent outreach time.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The school offers workshops on how to use Engrade (a computer program that allows parents to monitor their student's progress and email responses to the teacher). ESL parents attend and learn a lot. Through this training they now have another way to contact teachers.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
not at this time
5. How do you evaluate the needs of the parents?  
we provide parents with surveys, in their preferred language, that ask them how they would like to be contacted, what do they want to learn more about, etc.
6. How do your parental involvement activities address the needs of the parents?  
ESL parents like to know what is going on at the school, so we have informal meetings where they can ask questions and inform them of upcoming events like school talent shows, school trips, etc.

## D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.  
Paste response here:



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 03M**      **School Name: Museum Magnet School**  
**Superintendent: Ilene Altschul**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The only other language preferred besides English is Spanish.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Critical documents disseminated to parents are provided in the parents' preferred language using translation services.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The school offers face to face meetings such as parent teacher conferences, curriculum night, night at the museum, and the PTA parent café.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The parent coordinator ensures that all critical documents to be translated are disseminated in timely manner. For written translations in a language other than Spanish is provided by the Translation and Interpretation unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school meets identified interpretation needs via over the phone interpreters via the Translation and Interpretation Unit and on-site interpreters

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The contact numbers of the over the phone interpretation service and how to use translation services are made public to the staff members and parent coordinator.

### Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

#### Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

### Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The PTA collects feedback from parents regarding the quality and availability of services.