

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M314

School Name:

MUSCOTA

Principal:

CAMILLE WALLIN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Muscota New School School Number (DBN): 06M314
Grades Served: K-5
School Address: 4862 Broadway
Phone Number: 212-544-0614 Fax: 212-544-2678
School Contact Person: Camille Wallin Email Address: cwallin@schools.nyc.gov
Principal: Camille Wallin
UFT Chapter Leader: Erin Ormond
Parents' Association President: Jennifer Ramirez
SLT Chairperson: Michael Cabrera
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway NYC NY 10033
Superintendent's Email Address: mramire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue NYC NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 212-356-7564

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)
Camille Wallin	*Principal or Designee	
Erin Ormond	*UFT Chapter Leader or Designee	
Jennifer Ramirez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Lailany Rodriguez	Member/ UFT	
Sarah Butler	Member/ UFT	
Amy Ward	Member/ UFT	
Michael Cabrera	Member/ UFT / Chair	
Tory Frye	Member/ Parent	
Rebecca Martinez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Phil Lane	Member/ Parent	
Verona Cimarolli	Member/ Parent	
Cathy Cabrera	Member/ Parent	
	Member/	
	Member/	
	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

Who We Are

The Muscota New School is a small K-5 school where a safe, nurturing environment serves as the background for a rich and rigorous academic program. A caring staff of diverse, committed educators help students reflect, develop understandings, make connections and become active participants in their own learning. Students learn from each other as they question, observe, collaborate, discuss and share. As part of our commitment to learning, the Muscota community fosters respect for independent thinking and an ever-expanding curiosity about the world and its people. We believe education is a joint venture among students, parents and teachers. At Muscota, we understand the critical role the arts play in the development of the whole child. Therefore, music, visual art, dance and drama are an integral part of everyday life.

What Makes Us Unique

Through our Responsive Classroom curriculum, we create safe, joyful and challenging learning environments where all students feel valued and respected. Our students work collaboratively and feel comfortable taking academic risks. Children spend two years with the same teacher for kindergarten and first grade. In second grade they transition with a teacher for a single year solidifying the early language, literacy, and math skills needed to transition to the middle grades while engaging in rich, thematic project-based learning that integrates science and social studies. In the middle childhood grades, students spend third and fourth grade with one teacher. Finally, as Muscota students prepare for middle school, they spend their last year with a fifth grade teacher. Class loops (k/1 and ¾) provide a unique experience for both the children and the teachers. The children have the continuity of the teacher, the classmates and the learning environment. For the teachers, the two-year loop enables a deep and careful approach to the curriculum and content areas. With the time to get to know each student, the teacher has a solid grasp of how each student learns and how to best help each child make the most growth and progress. During the second and fifth grade years, students and teachers work collaboratively with families to target specific strengths and weaknesses in order to set goals for mastery to allow a successful transition into the middle grades and later, to middle school.

Time is set aside in classrooms for students to participate in academic choice time activities. Students choose, plan, connect, create and reflect on the work they do in these activities in relation to the larger classroom, grade or school unit of study.

Another unique feature of Muscota is its commitment to providing opportunities for the school community to come together. In addition to Town Meeting and school-wide celebratory events, students play and eat lunch together in k-2 and 3-5 groupings. Additionally, mentoring activities between grades k/3, ¼ and 2/5 enable students to learn from one another in interesting and dynamic ways. Students are given opportunities to collaborate by interest, not by grade or class.

An academic program with thematic units of study steeped in social studies, science and real world experiences is also special feature of Muscota New School. Teachers, administrators and staff collaborate in planning rich and robust curriculum units where content areas are interwoven. The essential skills of reading well, writing clearly, studying effectively, reasoning soundly and questioning thoughtfully are approached with multiple modalities and entry points so that every student's learning style is considered. Students are given choice in designing and planning projects that deepen their understanding of topics and that reflect their mastery of concepts and skills.

Challenges

Muscota New School occupies one and a half floors of the Haywood Burns Building. We share our space with Amistad Dual Language School. Sharing facilities including the gym, cafeteria, library, school yard and auditorium can require creative problem solving as we fulfill our program under operational constraints. Much time is required for both schools to navigate the planning of events and activities throughout the building. Additionally, with every part of our portion of the building utilized to the maximum usage, finding break-out space for small groups to work is a particular challenge.

06M314 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	259	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	2.7%	% Attendance Rate		94.8%
% Free Lunch	31.8%	% Reduced Lunch		5.8%
% Limited English Proficient	7.0%	% Students with Disabilities		15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		6.6%
% Hispanic or Latino	50.8%	% Asian or Native Hawaiian/Pacific Islander		4.7%
% White	35.3%	% Multi-Racial		2.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.28	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	5.0%	% Teaching Out of Certification (2013-14)		10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	42.6%	Mathematics Performance at levels 3 & 4		44.3%
Science Performance at levels 3 & 4 (4th Grade)	86.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		N/A
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			
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	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			
Met Adequate Yearly Progress (AYP) in Science (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			
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.

Strengths:

At Muscota New School curriculum is organized into 4 interdisciplinary units of study that emphasize authentic learning experiences and college and career readiness skills.

Upward trend of students performing at levels 3 and 4 on ELA state assessments.

Upward trend of students performing at levels 3 and 4 on Math state assessments.

Priorities:

Increase student to student discussion and opportunities for students to explain their thinking.

More than 25% of SWD and ENL will perform at levels 3 and 4 on state assessments.

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, 100% of SWD and ENL students will increase their use of metacognitive strategies by self-monitoring learning goals as evidenced by an "I CAN" checklist with student work.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>-Teachers will assist students in identifying clear learning goals for increasing student agency.</p> <p>-Teacher-led professional development with a focus on how to continue to foster student agency.</p> <p>-Common planning time will be scheduled so teachers can develop lessons that foster student agency. The lessons will ensure rigor and scaffolding of student learning by identifying learning goals, asking thoughtful questions, using metacognitive strategies, and self-monitoring.</p> <p>-Teacher led cohort inquiry teams will research and provide effective ways of helping students identify learning goals, ask thoughtful questions, use metacognitive strategies, and self-monitoring strategies to increase student agency.</p> <p>-Resources and professional books will be purchased for staff to use as a resource for identifying learning goals, asking thoughtful questions, using metacognitive strategies, and self-monitoring strategies.</p>	<p>All ENL and SWD students, teachers, and administration</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, coaches, and administration</p>
<p>-Academic Intervention Service team will support high need subgroups by using research based programs, such as Fountas and Pinell System for Leveled Literacy Intervention and Go Math! Intervention, to target instructional needs.</p> <p>-Administration will support intervention by developing schedules, providing professional development, and leading conversations that address students with disabilities, English language learners, and students at-risk.</p>	<p>All ENL and SWD students, teachers, and administration</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, coaches, and administration</p>

<p>-Students will practice strategies to self-monitor, question, and reflect at home through homework and discussions with family members.</p> <p>-Teachers will report monthly newsletters to families and suggest strategies families can use at home to support their child ' s learning.</p> <p>-Parents will support their children in providing time for 30 minutes of reading per day with an at home writing response.</p>	<p>All ENL and SWD students, teachers, parent, and administration</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, coaches, and administration</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • 80 minute cohort meetings and teacher led observation schedule • Danielson Framework for Teaching/Teacher observations • Literacy Coach, TDEC and Office of Teacher Effectiveness Trainers • Parent volunteers and partnerships with outside organizations 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By December 2015 all SWD and ENL students will have 2 completed I CAN cards for 2 units of study.</p>
<p>Part 5b. In February 2016, 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.

Strengths:

Responsive Classroom Curriculum used across the school.

School's inclusive culture supported by staff and families.

Area of celebration on the QR is 3.4 High Expectations

Priorities:

Most teachers do not provide specific feedback to challenge our most advanced learner as indicated MOTP component 3d

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, 100% of teachers will provide specific and timely feedback as evidenced by teachers writing at least one dated feedback for each unit of study for each student.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Students will use metacognitive strategies to monitor and regulate their learning. • Teachers will use responsive classroom to support a culture for learning where students are motivated to apply new thinking strategies, receive help from peers, and support other learners. • Administrators will support teachers to learn from one another by supporting the scheduling of teacher-led inter-visitations with a focus on student to student discussion. 	<p>All students, teachers, and administration</p>	<p>Sept. 2015- June 2016</p>	<p>Coaches, teachers and administration</p>
<ul style="list-style-type: none"> • Students with disabilities and English language learners will have access to multiple resources, such as online tools and differentiated texts, to appropriately challenge each student and provide a platform for students to express their thinking as aligned to the Common Core Standards. • Teachers will explicitly teach new vocabulary with increased opportunities for students to speak and hear language conventions. • Academic Intervention Service team will continue to support high need subgroups by implementing shared strategies, such as Brain Gym, and student-friendly protocols to further develop a supportive learning environment. • All teachers will model respectful talk with students by continuing to use positive language. • Administration will support the instruction of high needs subgroups by promoting data-driven flexible groupings, with scheduled intervention blocks, based on formative assessments. 	<p>All students, teachers, and administration</p>	<p>Sept. 2015- June 2016</p>	<p>Coaches, administration</p>

<ul style="list-style-type: none"> • Students will practice their respectful talk and questioning skills to engage in conversations with their families. • Teachers will share Muscota community events, such as Family Fitness Day, and opportunities for parents to volunteer on field trips, in class, and as class parents. • Administration will provide families with strategies and workshops to encourage the social development of each student. • Parents will incorporate strategies, such as the power of positive language, to support students ' social and emotional growth. 	All students, teachers, and administration	Sept. 2015- June 2016	Teachers, coaches, and administration
<ul style="list-style-type: none"> • Students will develop academic ownership by extending their learning into the local community, through visiting cultural arts and music centers to volunteering to maintain Muscota New School's urban farm. • Teachers will create a positive learning community by using positive teacher language to communicate high expectations and build confidence in students. • Administration will continue to support teachers by strengthening the teacher team leaders and by recognizing the unique skills and strengths of each staff member. All teachers will take a key role in sharing their strengths as leading Muscota New School ' s professional learning community. • Parents will join teachers and administration in establishing a trusting relationship as evidence in Muscota 's open door policy. Muscota staff always makes itself available to support families. 	All students, teachers, and administration	Sept. 2015- June 2016	Teachers, coaches, and administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • 80 minute cohort meetings and teacher led observation schedule • Danielson Framework for Teaching/Teacher observations • Literacy Coach, TDEC and Office of Teacher Effectiveness Trainers • Parent volunteers and partnerships with outside organizations 											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

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 2015 all student unit notebooks will written teacher feedback and unit feedback will include next steps.

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 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.

Strengths

100% of teachers scored Effective or Highly Effective on MOTP

Teacher teams collectively review student work

Teachers meet regularly using student work protocols to inform instruction and shift practice

96% gave positive responses on the school environment survey for Collaborative teachers.

Priorities:

Improve teacher pedagogical skill, by broadening the range of strategies and techniques teachers use to promote discussion.

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, School leaders will support teacher leadership as evidenced by teachers planning and facilitating 4 cycles of PD.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>-Teacher led professional development with a focus on how to provide feedback that is educative in nature, which means giving students an explanation of what they're doing correctly and incorrectly. The emphasis of the feedback being based on what the students are doing correctly, in order to foster a positive learning environment.</p> <p>- Teacher led professional development with a focus on how to provide feedback that is timely. When feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner.</p> <p>-Teacher led professional development with a focus on how to examine student work to provide quality feedback. Teachers will use four questions to help ascertain what feedback to provide students:</p> <ol style="list-style-type: none"> 1. What are the student's academic strengths? 2. What are the student's academic weaknesses? 3. How does the student's work compare with that of others? 4. What skills do I need to teach to help the student perform better? <p>-Teacher led professional development with a focus on how to provide feedback that references a specific skill or specific knowledge. Teachers will use rubrics as an instrument to communicate expectations. The rubric will provide students with specific information about their performance, comparative to an established range of standards.</p> <p>-Teacher led professional development analyzing DRA to understand what specific skills or specific knowledge</p>	<p>All ENL and SWD students, teachers, and administration</p>	<p>Sept. 2015 -June 2016</p>	<p>Coaches, teachers, administration</p>

students need. Then, based on observed behaviors, teachers will create feedback that references a specific skill or specific knowledge analyzed from the DRA.

-Common planning time will be scheduled so teachers can develop lessons with formative assessments. The formative assessments will act as regular 'check-ins' in order to allow teachers to conference with students.

-Resources and professional books will be purchased for staff to use on how to provide specific and timely feedback.

-Teachers will participate in DOE Teacher Leadership Training

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 80 minute cohort meetings and teacher led observation schedule
- Danielson Framework for Teaching/Teacher observations
- Literacy Coach, TDEC and Office of Teacher Effectiveness Trainers
- Parent volunteers and partnerships with outside organizations

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

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 December 2015, meeting notes, agendas will demonstrate shared leadership among teacher and teacher driven PD

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.

Strengths:.

School leaders provide teachers with effective feedback connected to FfT

Administration has a strong vision that is owned by all members of the school community.

100% of teachers believe the principal understands how children learn

Priorities:

Improve teacher pedagogical skill by broadening the range of strategies and techniques teachers use to promote discussion

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, Muscota New School administration will create and implement a professional development plan that builds teacher capacity in student-to-student discussion techniques and differentiated questioning as evidenced by 50% of teaching achieving an effective rating on Danielson Framework component 3b.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>-Administration will observe for and provide feedback on students will use metacognitive strategies to monitor and regulate their learning</p> <p>.-Administration will observe for and provide feedback on teachers will use responsive classroom to support a culture for learning where students are motivated to apply new thinking strategies, receive help from peers, and support other learners.</p> <p>-Administrators will support teachers to learn from one another by supporting the scheduling of teacher-led inter-visitations with a focus on student to student discussion.</p> <p>_Administration will support teachers with questioning and discussion techniques through providing research based books and articles</p> <p>-Teacher will visit schools in district to observe best practices in student to student discussion</p>	<p>All students, teachers and administration</p>	<p>Sept. 2015- June2016</p>	<p>Administration and coaches</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • 80 minute cohort meetings and teacher led observation schedule • Danielson Framework for Teaching/Teacher observations • Literacy Coach, TDEC and Office of Teacher Effectiveness Trainers • Parent volunteers and partnerships with outside organizations 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

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 December 2015, all MNS teacher will receive feedback on discussion techniques using Framework for Teacher Practice Component 3b.

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

<ul style="list-style-type: none"> 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.
<p>Strengths: Active parent involvement, active SLT and PA body, strong neighborhood and local community involvement</p> <p>Priorities: Promote understanding of CCLS and Progressive Education</p>

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, Muscota New School families will promote family engagement by actively participating in student learning as evidenced by attendance at 3 family conferences and attendance in two Muscota events.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> Muscota New School will continue to communicate with families by holding parent workshops and providing at home strategies to meet the Common Core Learning Standards. 	<p>K-5 students and families</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, families, and administration</p>

<ul style="list-style-type: none"> • Teachers will provide parents with individual reading and math goals for students. • Administration will continue to write Weekly newsletters where they communicate with parents on the school ' s instructional focus with ways parents can be active participants in their child ' s learning. • The Muscota community will foster a place of belonging in the local community through initiatives such as urban farming, the Young Docs Initiative through Columbia University Medical Center, and through parent, teacher, and administrative committees for both the arts and sciences. 			
<ul style="list-style-type: none"> • AIS team will support at risk readers by using research based programs to target specific reading skills as outlined by the assessment data. • ENL teacher will promote the use of language goals and provide families with clear communication on how to support their children in language acquisition by building on strategies used in school within the home environment. • Administration will continue to provide multi-lingual translations of school documents to clearly communicate Muscota New School initiatives, policies, and special events. 	K-5 students and families	Sept.2015- June 2016	Teachers, families, and administration
<p>-Teachers will use a common time to conduct a teacher-led professional development to plan how to use children's literature to animate improvisation, role-playing, storytelling, group sharing, or scripts.</p> <p>-Students will use children's literature to animate improvisation, role-playing, storytelling, group sharing, or scripts.</p> <p>-Arts teachers will use common planning time and teacher-led professional development to plan student art work, singing performances, and how students will sequence a story or script with a plot: having a beginning, middle, end, conflict, resolution, and events that demonstrate how the character(s) try to solve the conflict.</p> <p>-Students will sequence a story or script with a plot: having a beginning, middle, end, conflict, resolution, and events that demonstrate how the character(s) try to solve the conflict.</p> <p>-Students stories from different cultures to help develop their own stories.</p> <p>-While exploring stories from different cultures, students will make predictions and describe character, setting, and conflict.</p>	K-5 students and families	Sept.2015- June 2016	Teachers, families, and administration; PTA, Responsible Staff
	K-5 students		Responsible Staff, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 80 minute cohort meetings and teacher led observation schedule • Danielson Framework for Teaching/Teacher observations • Literacy Coach, TDEC and Office of Teacher Effectiveness Trainers • Parent volunteers and partnerships with outside organizations 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

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.
<p>By December 2015, all parents will have participated in at least 2 family conferences.</p> <p>By December 2015, all parents will have participated in at least 1 school wide/classroom celebrations of student learning.</p> <p>By December 2015 interested parents will have recieved training on supporting PBL in the classroom.</p>
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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRA (Diagnostic Reading Assessment and Progress Monitoring) results falling below grade-level expectations; failure to meet grade level expectations in writing assessments according to rubrics	Recipe for Reading; Wilson Foundations; Fountas and Pinnell; Words Their Way; Reciprocal Teaching; Patterned Way of Reading	Data-driven small groups; one-to-one; parallel teaching and rotation model during intervention period	During the school day;before school; Extended Day; At Risk ENL periods
Mathematics	Below grade-level assesment data for GO Math baseline, midline and endline assessments; math performance tasks and in-class assignments	Number Worlds; targeted small group instruction; STAMS intervention math program	Data-driven small groups; one-to-one; parallel teaching model and rotations during intervention period	During the day in small group intervention periods
Science	Below grade level expectations for classroom assignments, culminating projects and presentations	Non-fiction science based reading and writing groups. Science inclusion in units of study, push-in support	Data-driven small groups; one-to-one; parallel teaching and rotation model during intervention period	During the school day
Social Studies	Below grade-level expectations on classroom assignments, culminating projects and presentations. Analysis of student work	Non-fiction social studies based reading and writing groups; social studies inclusion in all ELA units of study	Data-driven small groups; one-to-one; parallel teaching and rotation model during intervention period	During the school day; At risk ENL periods

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Classroom lessons Community Meetings Peer Mediation Individual/small group at risk counseling Banana Splits group Parent workshops</p>	<p>Direct service in emotional and social skill instructional support; Direct service in conflict resolution; Indirect teacher support/instruction in social emotional classroom; differentiation; Speech/Language; communication and language</p>	<p>Direct services push in and pull out, indirect service (observations, teacher meetings, parent meetings, etc)</p>	<p>During the schools day; Weekly PPT meetings for indirect service with teachers and providers</p>
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

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.
<ul style="list-style-type: none"> • Muscota has a long history of welcoming student teachers from respected teaching colleges and universities to work closely and be mentored by our staff. These relationships have led to identifying strong candidates for new hires when positions become available. • Hiring committees are formed when a vacancy occurs. Committees consist of administration, staff, and parents to ensure all facets of the school community are represented. Interviews are used to introduce the candidate to the school, our rigorous student expectations and our progressive values. Teaching demonstrations are scheduled for the committee to observe and recommendations for new hires are made by the group following a discussion of the candidates and what traits make each candidate a good match for our school • As a small school and relatively small staff, we rely on our teachers to utilize their exceptional skill sets beyond individual strengths and talents are regularly invited and encouraged to share their strengths with fellow staff. • Teachers are provided with opportunities for meaningful professional development and training in their cohort and across grades and subject areas. • Teachers visit each others classrooms to observe teaching methods, receive and provide peer constructive feedback, and improve instruction •

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>Four of our teachers attended the Teacher Leadership Program through the Department of Education. They received specific training on facilitation skills. The teacher leaders consult with administration to develop a professional development plan and lead their cohort meetings. We go deep on a topic for a 6 week inquiry cycle. We end each cycle with implementing a new strategy, inter-visitations, feedback and reflection. There is time spent on looking at student work and adjusting instruction based on the data to ensure that we meet the needs of all students. At the</p>

beginning of each school year our first cycle of inquiry is always around Responsive Classroom, our social and emotional program. We spend the first six weeks creating classroom communities that are nurturing, supportive and collaborative where children feel safe to take academic risks.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- Orientation for incoming kindergarten families in June
- Family picnic for kindergarten families in late August
- trained paraprofessionals in kindergarten classrooms
- Separation and transitioning workshops for kindergarten families

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.

Muscota New School embraces teacher leadership, teacher participation in decision making and teacher ownership over their own learning. All teachers have opportunities to be part of the decision-making process through multiple avenues. Teachers participate in the SLT committee. A UFT consultation committee meets monthly with the principal to provide feedback and discuss the overall effectiveness of the Professional Learning Initiatives. Muscota has a MOSL team that includes a representative from all grade levels as well as our ENL teacher and arts teachers. The MOSL team selects the assessment measures, supports the administration and scoring of the assessment and contributes to the school professional development plan. Muscota also has a PD committee that works closely with administration to support teachers using assessment data to improve instruction and student outcomes.

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 codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	67,273	x	
Title III, Part A	Federal	2,136	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,435,536	x	

¹Explanation/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.

²The **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.

Parent Involvement Policy

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Muscota New School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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 06	Borough Manhattan	School Number 314
School Name The Muscota New School		

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

Principal Camille Wallin	Assistant Principal Allison Maltz
Coach Mary Flores-Camacho	Coach type here
ENL (English as a New Language)/Bilingual Teacher Christa M. Gesztes -ENL	School Counselor Hanin Awward
Teacher/Subject Area Lisa Brunner/Sped	Parent Cynthia Zizola
Teacher/Subject Area Marilyn Salas/Cm Br/Bilingual	Parent Coordinator Denise Rodriguez
Related-Service Provider Megan Benay/Sped	Borough Field Support Center Staff Member Alice Cohen
Superintendent Manuel Ramirez	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	250	Total number of ELLs	12	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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	
TBE										0
DL										0
ENL	7			5		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	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
TOTAL	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
TOTAL	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: _____
------------------------------------------------------------------	-------------------------------------------------------------

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	2	3	2	0	5									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)														0
Emerging (Low Intermediate)		2			1									0
Transitioning (High Intermediate)			2		1									0
Expanding (Advanced)	2	1			3									0
Commanding (Proficient)					1	1								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														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					2	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2			0
4			1		0
5	3				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	4		3		1				0
4					1				0
5	3								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					1				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.

I. ASSESSMENT TOOLS

The Muscota New School uses various assessments to assess the early literacy skills of our ELLs. Following are a list of the assessments that are administered and by whom:

The ENL Teacher, Christa M. Gesztesi, administers the DRA Reading Record and DRA Word Analysis for grades K-5 in September, January, and May. Also, she administers the DRA Progress Monitoring for grades K-5 in November and March. In addition, she uses the data from the spring NYSESLAT to inform grouping and instruction within the four language modalities: listening, speaking, reading, and writing. For grades 3-5, she uses Dr. Carla Hannaford's Dominance Profile, which identifies students' learning styles or preferences according to their dominant cerebral hemisphere.

II. INSIGHTS

The insights the data provides about our ELLs are:

1) DRA:

- Kindergarten - One student is approaching grade level and 1 student is reading 6 months below grade level.
- First Grade - 2 out of 3 students are reading 6 months to 1 year below grade level. The remaining student is approaching grade level.
- Second Grade- Out of 2 students, 1 is approaching grade level and the other student is reading 6 months behind grade level.
- Third Grade - No ELLs
- Fourth Grade - We have 2 FELLs, 4 General Education 5th Grade ELLs and 1 SWD ELL. Their reading levels range from 2-3 years behind grade level.
- Fifth Grade - One FELL whose reading level is 2 years behind grade level.

2) The insights the NYSITELL and NYSESLAT Data provides are:

Kindergarten: NYSITELL:

-Both ELLs are advanced in Listening and Speaking

First Grade:

-1 out of 3 students has strong skills in all 4 language modalities.

-2 out of 3 students have strong listening and speaking skills and are performing below grade level on reading and writing.

Second Grade ELLs:

-Both ELLs have strong listening and speaking skills but are performing below grade level on reading and writing.

Third Grade ELLs: We have no 3rd Grade ELLs

Fourth Grade ELLs:

-One of the 3rd Grade ELLs passed the 2015 NYSESLAT and is now a FELL.

-Out of 5 current ELLs, we have one SWD ELL who performed lower in Listening, Speaking, and Reading in 2015 versus 2014.

-1 out of 5 ELLs performed lower, moving from an Advanced level in 2014 to Transitioning (Intermediate) in 2015. He has intermediate levels in listening, reading, and writing, but scored advanced in speaking.

-3 out of 5 ELLs maintained their level of Advanced from 2014 to 2015. 2 out of those 3 performed well in listening, speaking, and reading. The remaining ELL needs support in speaking and reading.

Fifth Grade ELLs:

Our one ELL student entering Fifth Grade passed the 2015 NYSESLAT and is now a FELL.

3)The Dominance Profiles in grades 3-5 revealed the following insights:

-3rd Grade- No ELLs

4th Grade:

-All 5 ELLs showed experiencing greater dominance in the left hemisphere showing strengths with linear, piecemeal processing. Therefore, their challenge is to create and see the whole picture, i.e. context, and emotional relevance to self.

-In addition, 2 out of 5 showed their visual skills were limited under stress. Of those 2, one also showed her ability to move was limited under stress. Also, 1 out of 5 showed no limitations under stress, and 1 showed his auditory skills were limited under stress.

III. INSTRUCTIONAL PLAN

This data will inform our instructional plan as follows:

1) GUIDED READING:

All of the above data is used to group students for Guided Reading. Each group will be given an INSTRUCTIONAL FOCUS and INSTRUCTIONAL APPROACHES. The instructional focus consists of 1-2 instructional goals based on DRA data and NYSESLAT data. These objectives will be taught during a 6-week period. The instructional approaches include three checks for understanding to scaffold our ELLs during Guided Reading with the ESL Teacher, as well as small group instruction with the classroom teacher. In addition, the instructional approaches include teaching our more left-hemisphere dominant students strategies to engage their right hemisphere such as identifying the context, theme, and main idea, and creating emotional connections. For those students who are more right-hemisphere dominant, strategies will include providing step by step directions to teach linear processing of information.

2) VILLAGE MEETINGS

The above data is also used to hold Village Meetings. Village Meetings are being launched this year, 2015-2016, to begin work around the adage, "It takes a village to raise a child." Each ELL who is performing below or far below grade level will be presented to our Literacy Coach, Classroom Teacher, and the ENL Teacher. Data will be analyzed, 1-2 objectives will be set, and a meeting will be held with the child's parents to review the findings of the data and objectives. The data analysis, grouping, and Village Meetings are explained in Part III, Number 5, and Part V, Section C, number 1.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across performance levels and grades on the NYSITELL and NYSESLAT Data provides are:

1) Incoming Kindergarten ELLs who attended an English speaking Pre-School scored Advanced or Commanding on the NYSITELL

2) First Grade students improved their performance by at least one level, and this was also evidenced in the Reading and Writing modalities, on which each ELL in this grade scored Emerging or Expanding.

3) Incoming 4th Grade General Education ELLs maintained a score of advanced, i.e. Expanding, within the 3-4 NYSESLAT Grade band.

4) Incoming 4th and 5th Grade ELLs who scored a 2 or 3 on the ELA passed the NYSESLAT.

5) The majority of our ELLs across all grades need support with reading and writing, and especially writing.

6) 3-5 Grade students who passed the NYSESLAT scored either a 2 or 3 on the ELA.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the information about our Annual Measurable Achievement Objectives to review the scores of the following state exams: ELA, Math, Science, and NYSESLAT. We also use the AMAO tool to identify students who are at risk because of attendance and test scores, and their level of risk. This data is then used to determine instructional groups and group objectives. In addition, we review the data to determine trends. The trends we have noticed include: the number of years it takes before a child scores proficient on the NYSESLAT, and how students are progressing each year on the NYSESLAT.

The data revealed the following:

-The Muscota New School met our AMAO 2 status, achieving proficiency.

-2/14 ELLs achieved proficiency on the 2015 NYSESLAT

-All ELLs have attained proficiency after 5 years of service

-We have 7/12 ELLs at Risk:

---At Risk Level 1: 1/12 ELLs. This is due to a score of Emerging on the NYSESLAT and attendance below 90%.

---At Risk Level 2: 6/12 ELLs. This is due to ELA scores of a 1 or 2, ELL services for 4 years, and students scored a low percentile on the 2015 NYSESLAT.

In addition, the data revealed that our FELLs who continued to receive ENL services improved their ELA score from a 2 in 2014 to a 3 in 2015.

4. 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?

4a. The patterns across performance levels and grades are as follows:

--In Kindergarten, the levels vary. The scores depend on whether or not an entering Kindergartener has attended Pre-School. If the child has attended Pre-School, he or she will either score Proficiency or Advanced on the NYSITELL. This is evidenced by our Kindergarten ELLs who consistently score Expanding on the NYSITELL

--In First Grade, the levels range between Emerging and Expanding. All Kindergarten ELLs made progress from their 2014 NYSITELL scores of Beginning and Intermediate.

--In Second Grade, the ELLs scored Transitioning on their 2015 NYSESLAT. These students maintained their proficiency level of Intermediate from their 2014 NYSESLAT. In addition, they are each in need of improvement in Reading and Writing, the modalities in which they scored low.

--In Third Grade, there are currently no ELL students.

--In Fourth Grade, one out of 6 scored proficient and the 3 out of 6 maintained their proficiency level of Advanced from their 2014 NYSESLAT. Two of the 6 ELLs' scores declined from Advanced to Transitioning (Intermediate) and Intermediate to Emerging (Low Intermediate). The reading and writing modalities are the areas in which all incoming 4th Grade ELLs need support.

--In Fifth Grade, our only ELL scored proficient. This is consistent with the pattern of ELLs in Muscota who typically score proficient in 4th Grade.

4a Continued: Regarding how our ELLs are faring in tests taken in English as compared to the home language, 99% of students at The Muscota New School enter in Kindergarten. Therefore, our ELLs are not proficient in reading and writing in their native language at a level that would enable them to take exams in their home languages.

4b. After administering the October and March ELL Periodic Assessments for the last 4 years, we have noticed that the scores only reflect growth in Listening, Reading, and Writing as measured by the ELL Periodic Assessment. These questions, and therefore the growth, do not reflect Common Core State Standards assessment of listening, speaking, reading, and writing. In addition, multiple choice questions for grammar correction is no longer assessed by multiple choice questions on the Common Core aligned NYSESLAT, nor is it assessed in that manner on the Common Core aligned ELA. Therefore, the results of the exams do not provide us with information to inform our instruction of the Common Core State Standards for Writing. Instead, we will use the DRA Reading Record, and DRA Progress Monitoring to assess students' progress in all modalities.

4c. As explained in 4a, 99% of English Language learners enter our school in Kindergarten. Therefore, our ELLs are not proficient in reading and writing in their native language at a level that would enable them to take native language exams. Additionally, as mentioned in 4b, as a school, we have decided not to use the ELL Periodic Assessment because it does not provide us with information regarding students language and academic proficiency according to the Common Core State Standards.

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](#).]

The Muscota New School uses data to guide instruction for ELLs using the RTI framework.

1. Our school reviews the following data for each of our ELLs prior to Village Meetings:

- a. Number of years of instruction in our ENL program.
- b. English and Home Language literacy
- c. Content area and socio-emotional support of SIFE students.
- d. English and Home language literacy needs of long-term ELLs.
- e. NYSESLAT scores
- f. Parent or guardian requests
- .g. Samples of student work
- .h. Bilingual educational evaluation, if the student has received intervention in Tier 1, 2, and 3.

Our RTI Framework consists of the following interventions:

--TIER 1: ELL students receive TIER I small group instruction in literacy and math from their classroom teacher as well as ENL instruction from their ENL teacher according to the required number of minutes assigned to their proficiency level on the NYSESLAT. At the beginning of each school year, in August, the Principal, Assistant Principal, Literacy Coach, Special Education Liaison, and ENL Teacher create a schedule to insure our ELLs are receiving 360 minutes per week for Entering and Emerging proficiency levels, 180 minutes per week for Transitioning or Expanding proficiency levels, and 90 minutes per week for the Commanding level, as mandated by CR Part 154.2. Additionally, our K-5 ELLs have access to a year-long curriculum in their respective classrooms consisting of four multidisciplinary units of study aligned to the Common Core State Standards. The classroom teachers work with the ENL teacher to make sure classroom instruction throughout these four units is scaffolded for ELLs in the following 4 ways:

-1- Lesson plans have differentiated tasks or texts and the ENL teacher collaborates with classroom teachers to incorporate SIOPI Model strategies that support ELLs in the classroom including: language objectives, wait time, realia, video, audio, teacher modified rate of instructional speech, and total physical response.

-2- Instruction that focuses on Danielson's Domain 3a - Communicating with Students. This is done through our Can Card protocol. Students are given a Can Card and the teacher explains how it is used. Can Cards contain goals for each instructional group. The goals are aligned to the Focus for Instruction, which includes the groups goals for a 6-week period, and the strategies for each mini-lesson. Teachers will check in with students to gauge mastery, by using checks for understanding to show a student learned the skill after having independently applied the skill 3 times. In addition, ELL students meet on a weekly basis for individual conferences during which time the ENL Teacher and ELL student review whether or not the current goal(s) is/are being met and the next steps for achieving it. Three checks for understanding to gauge mastery are also used in these conferences. These goals are aligned to the reading strategies each group is working on in their respective ENL instructional groups.

-3-Instruction that focuses on Danielson's Domain 3b - Questioning and Discussion Techniques. Classroom teachers and the ENL teacher use questioning based on the 4 levels of questioning according to the Depth of Knowledge continuum. Also, the CCSS for Speaking and Listening are aligned with protocols such as the Socratic Seminar format, thinking strategies and discussion protocols from the book Making Thinking Visible such as: 3-2-1 Bridge, Concept Map, and Chart Chat. Using each of these strategies and protocols, students drive the discussion and the teacher observes, takes notes, and facilitates or re-directs the conversation as needed.

--TIER II: ELLs who are identified through our universal, school-wide assessment measure, the DRA, as being in the lowest scoring 15-20% of their grade receive Tier 2 instruction as follows:

1. All classes have a targeted instructional period built into each day where cross-grade groups (derived from school-collected data) work in low-ratio groups of 4-6 students to 1 teacher to achieve short-term goals as identified by the DRA reading and writing assessments, and the DRA Word Analysis. To instruct these groups of ELL students who are in the lowest performing 15-20% of the grade, the ENL teacher uses the research based program, Fontas and Pinnell Leveled Literacy Intervention.

2. Progress monitoring is done every 5-6 weeks to assess Tier II students' progress towards their goals. Every 6-8 weeks, students in the lowest 50% of the grade are assessed using the DRA2 Progress Monitoring. This data is analyzed and small groups are revised following each 5-6 week cycle.

--TIER III: Data is collected, analyzed, and used as follows:

-1- During our weekly Parent Engagement period after school, the ENL Teacher and classroom teacher meet with the Intervention Team, which includes the special education liaison, the school guidance counselor, and the assistant principal. During the meeting Tier II ELLs who did not make progress during the 6-week intervention period are identified. At this meeting, the team will analyze reading, writing, and math data, and conference notes from each teacher and Carla Hannaford's dominance profile survey - which is explained in number 1 of this section of the LAP. The team determines whether or not the student needs to be evaluated by other service providers such as Speech, OT, PT, Hearing, or Counseling; and how to revise instruction so the child begins to make progress.

Once all data has been collected and analyzed, the student's parents are contacted and requested to attend a follow-up meeting

with the child the following week during the Parent Engagement period. At that time, the ENL teacher, special education liaison, guidance counselor and assistant principal explain the next steps identified by the Intervention Team. During the first 10-15 minutes of the meeting, the child is asked to share what he/she does well, and what he/she needs help with or finds difficult. During the remainder of the meeting, the Intervention Team reports their findings to the parents/guardians only. Next, the parents/guardians are invited to ask questions and offer one suggestion for how they might support their child at home. Following this meeting, the ENL Teacher will begin a new 6-week cycle of one-on-one instruction with the ELL using the Fontas and Pinnel Leveled Literacy Instruction Program. Lastly, at the end of the 6-weeks of intervention, the Intervention Team reconvenes to analyze the data. Then, the following week the parents and child attend a final meeting following the same format as the first one they attended. Also, the team will determine whether or not the child will need 6 more weeks of Tier III intervention, or if the child will go through a bilingual special education evaluation.

The above explains the ways in which data is used to drive instruction with the RTI tiered framework.

6. How do you make sure that a student's new language development is considered in instructional decisions?

The Muscota New School makes sure a child's second language development is considered in instructional decisions in the following three ways:

1. After the DRA and Rigby ELL Kit assessment data have been collected, the classroom teacher, the ENL teacher and the Literacy Coach meet to identify instructional goals for Tier I small group instruction in the classroom with the classroom teacher.

2. Also in regards to RTI, the Literacy Coach, teachers of ELLs, the ENL teacher, and the Intervention Team (the special education liaison, and Assistant Principal, meet to analyze data for ELLs to create Tier II, and III instructional groups and goals for ELLs as explained in number 5 in this section of the LAP.

3. As seen from our DRA data, our ELLs are reading 1-2 1/2 years behind grade level. Therefore, half the required minutes of Stand Alone or Integrated ENL services will be dedicated to guided reading instruction on the child's reading level, and the other half of the required minutes will be dedicated to guided reading instruction at grade level. Additionally, after the child begins to make progress from their individual reading level towards the grade level, the number of minutes spent on grade level guided reading instruction will be increased to insure the child is receiving more support with meeting grade level reading standards.

4. All Muscota teachers will use 15% of Professional Learning (PL) time to support their instruction for ELLs. At Muscota, we hold 6 cycles of 6-week Professional Learning meetings on Mondays. During a 6-week cycle, teachers will be given information on how language is processed in the brain, the role language plays in academic and social-emotional success, and instructional strategies to support whole-brain processing and language learning. This PL cycle will be based on Bankstreet's 16th Annual Language Series Language and the Brain: How We Learn Best, as well as the article, "Brain Research: Implications for Second Language Learning." Teachers will then hold inter-classroom visitations in between each Monday PL to observe, discuss the effectiveness of their professional learning and the strategies they chose to implement, and revise next steps.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our ELL programs as follows:

1. Meetings are held in October and June with our Language Allocation Policy team consisting of our assistant principal, Allison Mottola, our ENL teacher, Christa M. Gesztesi, our special education liaison, Megan Benay, our Literacy Coach, Mary Flores-Camacho, Special Education teacher Lisa Brunner, and Bilingual Education teacher, Marilyn Salas, and ENL parent, Cynthia Zozola to review and revise our instructional goals so that we ensure that we are moving our ELLs toward proficiency in English. During all meetings, the LAP Team discusses the new data, grouping, programming, and instructional goals. The meetings are held after receiving scores from state exams (ELA, Math, Science, NYSESLAT, NYSITELL, Spanish LAB) the DRA, DRA Word Analysis, and the ELL Rigby Kit Listening and Speaking assessments have been administered.

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.

Following are the four steps The Muscota New School takes to identify incoming students - who are 98% incoming Kindergarteners - who may be ELLs. These 4 steps and placement into the Muscota ELL Program chosen by the parent are completed within 10 school days, and 20 school days for students entering with IEPs.

STEP 1: ADMINISTER THE HOME LANGUAGE IDENTIFICATION SURVEY

1. First, the Home Language Identification Survey (HLIS) is administered by Christa M. Gesztesi, who holds a TESOL certification, and who is also proficient in Spanish. The ENL teacher conducts the interview in English based on the questions on the HLIS. If the parent or guardian prefers to speak in Spanish, then the ENL Teacher conducts the interview in Spanish. However, if the parent prefers to speak in a language other than English or Spanish, the ENL Teacher calls the Translation and Interpretation Unit (718-752-7373) so that a translator who speaks the parent or guardian's home language can conduct the HLIS. Also, at this time, parents fill out the Parent Preferred Language Form so that future school correspondence can be provided in the parent's home language. If the interviews revealed that the child's home language is other than English and on the HLIS "other" is selected in one out of four of the first four questions; and "other" is selected for two of the questions in numbers 5-7, then the ESL Teacher conducts an additional interview with the parent and child to determine the child's home language.

STEP 2: DETERMINATION OF NYSITELL ELIGIBILITY

1a. In addition to the HLIS, the ENL Teacher also asks the parent - in his/her home language - the following questions to ensure we accurately identify the child's home language:

- A. Has your child received any support services in Pre-K? In what language were the services received?
- B. Has your child attended after school or other extracurricular activities? In what language were the activities conducted?
- C. Would you like your child to attend one of our affiliate after school programs? (CUNY, Muscota, Bread & Yoga, YMCA)
- D. Are there any areas which you feel your child might benefit from additional academic, social-emotional, or physical support to make their transition into Kindergarten easier and more enjoyable?

2. Next, the ENL teacher asks the child the following questions. If the child is not an incoming Kindergarten student, and is a transfer student, the ENL teacher will review his/her school work (if available). Regardless of the grade level, the ENL Teacher will also review the Individualized Education Program (if applicable). This interview with the child is conducted in both English and the child's home language. If the child's home language is Spanish, the ENL Teacher also conducts the interview in Spanish. If the child speaks a language other than Spanish, the ENL teacher calls the Translation and Interpretation Unit (718-752-7373) to conduct the child interview.

- A. What is your name, age and favorite thing to do?
- B. Can you write your name for me here? (construction paper).
- C. Teacher points to the name. How do you spell your name?
- D. Can you draw me a picture? Then, the ENL teacher asks the child about the picture and the colors he/she used.
- E. Can you count from 1-10?
- F. Can you read these numbers? (The ENL teacher writes numbers 1-10 out of order)
- G. Look what I can draw. The ENL Teacher draws balloons. Can you count the number of balloons? (The ENL Teacher draws various groups of different amounts of balloons).
- H. This book is called "Can you help me find my puppy?" Can you open the book and look at the pictures and tell me what you see. What do you think this book is about?

3. After the HLIS and the additional parent and child interviews are completed, the ESL Teacher reviews the information. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step. If the HLIS and the interviews revealed that the child's home language is other than English and on the HLIS "other" is selected in one out of four of the first four questions; and "other" is selected for two of the questions in numbers 5-7, then the ESL Teacher fills in the code for the name of the student's

home language on the front page of the HLIS and the following steps are taken:

4. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). This step is outlined in number 3 of this section of the LAP.

5. To complete Step 2 - Determine NYSESLAT Eligibility - the ENL Teacher completes the following tasks:

5a. If the child has an OSIS number, the ENL Teacher proceeds to 5b - 5c.

5b. The ENL Teacher fills out the "SURVEY" field in the BIOU screen in ATS with a "Y" to indicate that the home language that appears on the BIOU screen is the result of the HLIS. Also, the ENL Teacher ensures that the school pupil secretary enters the home language code into the QADM screen on ATS.

5c. Next, the ENL teacher places the original HLIS in the student's cumulative folder, and a copy of the HLIS along with the notes from the parent and student interviews in the current year's Muscota ENL Binder in the tab for that student. Also, a copy of the NYSITELL answer sheet is placed in the same binder in the same tab for that student. After that the ENL teacher adds the child to The Muscota New School ELL Data excel spreadsheet under the tab, NYSITELL Fall-Corresponding Year.

STEP 3: ADMINISTRATION OF THE NYSITELL

1. To administer the NYSITELL, the ENL teacher prints NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. If the student passes the NYSITELL, the ESL Teacher makes a note on the ELL Data excel spreadsheet that s/he is not eligible for ELL services. If the student does not pass the NYSITELL s/he will receive mandated ENL services according to the required number of minutes per week for their proficiency level, for the current academic school year.

2. Within 5 school days of ELL determination, the ENL Teacher, Christa M. Gesztesi, will inform parents of the results of the NYSITELL and ELL status as well as hold individual parent orientations so that parents can select the ELL Program they see most beneficial for their child.

2a. Parents will be informed of the NYSITELL results using the NYCDOE standard parent notification letters. For details on these procedures see number 4 in this section of the LAP.

2b. As indicated in the Entitlement Letter, an individual parent orientation will be coordinated with the ENL teacher. For details on these procedures, see number 6 in this section of the LAP.

STEP 4: ADMINISTRATION OF THE SPANISH LAB

If there are students who do not pass the NYSITELL, and the HLIS indicates the family's home language is Spanish, the ENL Teacher, Christa Gesztesi, who is proficient in Spanish, will administer the Spanish LAB to the child the same day as s/he is administered the NYSITELL to ensure the exam has been completed within 10 school days. The ENL teacher will print the Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are immediately scanned into ATS via the attendance scanner in order to be completed within 10 school days of enrollment.

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).

During the HLIS interview the parent or guardian is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the certified ENL Teacher, Christa M. Gesztesi will complete the following steps:

1. Administer the SIFE oral interview questionnaire.

2. For those students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).

3. Student work will be reviewed from the most recent school, if available. In addition, the ENL Teacher will review the child's age, use the Muscota's Math baseline, and DRA and DRA Word Analysis to determine their proficiency in English for that grade level.

4. Also, the ENL Teacher will contact the Translation and Interpretation Unit to administer a writing assignment requiring the child to write a personal narrative about a recent family event or special event in their life in the child's home language.

5. If initial SIFE status is determined, the ENL Teacher will indicate SIFE status in the BNDC screen on ATS.

6. After the above assessments have been analyzed, the data will be reviewed with the student's family, and the student will be assigned the most appropriate grade level based on his/her age, academic, social-emotional, and physical skills and abilities.

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 Language Proficiency Team (LPT) at The Muscota New School will determine whether or not a student who is entering a NYS public school with an IEP is eligible to take the NYSITELL. Our LPT consists of the following people:

- Assistant Principal - Allison Maltz
- ENL Teacher - Christa M. Gesztesi
- The Special Education Liaison - Megan Benay
- The student's parent or guardian

In addition, a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands will also be present. This person will be contacted via the Translation and Interpretation Unit.

STEP 1: LPT REVIEW AND DETERMINATION

The LPT will determine whether the student should take the NYSITELL by reviewing the following:

- 1) The student's HLIS and the additional Muscota interview in both English and the home language.
- 2) The student's IEP.
- 3) Student work from the previous school if available.
- 4) The table, "Some Similarities Between Learning Disability and Language Acquisition" on page 51 in the ELL Policy and Reference Guide will also be reviewed to help determine whether or not the child should take the NYSITELL.

Based on the above evidence, the LPT will determine whether or not the student's academic performance is affected by language needs or if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT determines that the student may need support with English language acquisition, then the NYSITELL will be administered to the student. However, if the LPT determines that the student does not have English language acquisition needs, and should not take the NYSITELL, the recommendation is sent to the principal for review.

STEP 2: PRINCIPAL RECOMMENDATION

If the principal rejects the recommendation, the NYSITELL is immediately administered to the student. However, if the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

STEP 3: SUPERINTENDENT RECOMMENDATION

If the superintendent rejects the decision, we will administer the NYSITELL within 5 school calendar days of the notification by the superintendent.

STEP 4: LPT NYSITELL DETERMINATION FORM

Lastly, the Language Proficiency Team NYSITELL Determination Form will be completed by the LPT and placed in the student's cumulative folder.

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.

To ensure that parent notification letters are distributed within 5 school days after the NYSITELL is scanned and the score is determined, the ENL Teacher, Christa M. Gesztesi, will hand the parent the Entitlement Letter and Re-Identification Form, or the Non-Entitlement letter immediately following the scoring of the NYSITELL. The parent will receive the letter in his/her preferred language as indicated on the Preferred Language Form during the HLIS interview. Copies of these letters to parents of ELLs are kept in the child's cumulative folder and the Muscota ELL Binder under the tab for that child's name.

If for some reason, the parent has to leave immediately following the administration of the NYSITELL the following day, the aforementioned letters will be sent home with the child in his/her classroom folder.

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).

There will be two instances during which parents will be given the option to decide whether or not to request that the ELL Identification Process be administered a second time.

1. Along with the NON-Entitlement and Entitlement letters, the Re-identification Notice will be attached on The Muscota New School letterhead in the parent's preferred language. These statements will inform parents that they may decide whether or not to request

ELL re-identification.

Following is the statement for those who tested out of the NYSITELL: "This Non-Entitlement Letter indicates that your child is not entitled to receive additional services as an English Language Learner because your child has passed the New York State Identification Test for English Language Learners. If you feel your child was incorrectly assessed and does need additional services to support their English Language proficiency, please submit a written request to the ENL Teacher, Christa M. Gesztesi, the Assistant Principal Allison Maltz, or the Special Education Liaison, Megan Benay (members of the LPT) within 45 days of the enrollment of your child."

Following is the statement for those who did not test out of the NYSITELL: "This Entitlement Letter indicates that your child is entitled to receive additional services as an English Language Learner. If you feel your child was incorrectly assessed and does not need additional services to support English Language proficiency, please submit a written request to the ENL Teacher, Christa M. Gesztesi, the Assistant Principal, Allison Maltz, or the Special Education Liaison, Megan Benay (members of the LPT) within 45 days of the enrollment of your child."

2. In addition, during the Parent Orientation meeting, the ENL Teacher, Christa M. Gesztesi will present a copy of the Entitlement letter and the attached Re-identification Notice. She will remind parents that they have 45 days from the enrollment of their child at Muscota, to make a written request for re-identification to her, the Assistant Principal, or the Special Education Liaison.

This is how parents are informed that they have the right to appeal ELL status within 45 days of enrollment.

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.

Following is the process, outreach plan, and timelines in place to ensure that parents understand all three program choices through the mandated parent orientation within the specified timeframe:

1. For our incoming Kindergarten students or transfer students eligible for NYSITELL testing, once a student has an OSIS number and has been list-noticed, the child will be administered the NYSITELL by Christa M. Gesztesi. Administration of the NYSITELL and the Spanish LAB, occurs within 10 school days.

2. Immediately following the exam, the ENL Teacher, Christa M. Gesztesi will scan the NYSITELL to capture exam scores. Then, the ENL Teacher will send home the Entitlement Letter in the child's classroom folder. That same day, the parent/guardian will be contacted to attend the Parent Orientation as soon as possible to remain within the 10 school days.

3. As indicated in the Entitlement Letter to parents of ELLs, an individual parent orientation will be coordinated with the ENL teacher, Christa Gestesi. This meeting will be conducted in the parent's home language. If the home language is Spanish, the ENL Teacher, Christa Gesztesi will conduct the interview. If it is a language other than Spanish or English, the Translation and Interpretation Unit will be contacted to conduct the orientation.

4. Next, during the Parent Orientation, parents will be informed verbally of three instructional models available in New York City and their corresponding programs: Dual Language 50% English/50% Home Language. For TBE, the ENL Teacher will show page 27 in the ELL Policy Brief and Reference Guide. For ENL, the ENL Teacher will explain the Muscota ENL Program as outlined in this LAP, along with the RTI Framework. This explanation will be explained in the parent's home language. If the home language is Spanish, the ENL Teacher, Christa Gesztesi will conduct the interview. If the language is other than Spanish, the Translation and Interpretation Unit will be called to provide the explanation. Also at this time, parents will receive the Guide for Parents of English Language Learners in their home language.

5. Then, parents will watch the Parent Orientation Video which explains the three program options in the parent's home language. Immediately following the video, the ENL Teacher, Christa Gesztesi will ask if the parent has any questions regarding the information. If the parent speaks a language other than Spanish or English, the ENL Teacher will contact the Language and Interpretation Unit to translate for questions the parents may have. After that, the ESL Teacher assists parents as they fill out the Parent Survey and Selection Form regarding their program choice - again, this information is translated by the Language and Intrpretation Unit as needed.

6. After that, the ENL Teacher will also provide information on Muscota's 4 Units of Study, as well as the ENL Program goals and components, including the RTI Framework.

7. After parents are informed of all three program models, they will fill out the Parent Survey & Program Selection Form in the parents' preferred language. The parent will submit the form at that time. However, if the parent needs to review the information, they may return the form within 3 school calendar days to remain within the 10 school days since enrollment. At the time of the Parent Orientation, the parent will be informed that if they do not return that form within that time, their child will be placed in our ENL program. During the time we are waiting for the Parent Survey and Selection form, we will document our attempts to gather initial parent selection preference by recording the phone calls made to the parent in the Parent Correspondance tab of the Muscota ENL Data excel spreadsheet.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As explained in number 6 of this section of the LAP, after parents are informed of all three program models, they will fill out the Parent Survey & Program Selection Form in the parents' preferred language. The parent will submit the form at that time. However, if the parent needs to review the information, they may return the form as soon as possible to remain within the 10 school days since enrollment. At the time of the Parent Orientation, the parent will be informed that if they do not return that form within that time, their child will be placed in a bilingual program if we have 2 contiguous grades that have at least 15 students who speak the same home language. In addition, the parent will be told if there is not a sufficient number of students for a bilingual program, then the child will be placed in an ENL program.

During the 10 calendar days we are waiting for the Parent Survey and Selection form, we will document our attempts to gather initial parent selection preference by recording the phone calls made to the parent in the Parent Correspondance tab of the Muscota ENL Data excel spreadsheet.

In order to monitor program choice, the ENL Teacher will then enter parent choice as indicated on the Parent Survey & Program Selection Form in the ELPC screen in ATS. The original copy of the Parent Survey and Program Selection form will be placed in the student's cumulative folder and a copy will be placed in the Muscota ELL Binder in the corresponding tab for that student.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL Teacher, Christa Gesztesz keeps an excel spreadsheet for all the ENL Data. Within that sheet there is a tab for parent correspondence. In this excel spreadsheet, the ENL Teacher records all correspondence with parents regarding all compliance paperwork, general family outreach, parent-teacher conferences, and the ENL Family Conferences. Using this correspondence sheet, the ENL Teacher follows up with parents via phone to request that parents attend the Family Orientation and submit the completed and signed Parent Survey and Program Selection form by a date that is 10 school days from the student's date of enrollment.

If a parent or guardian has not completed and signed a form within 10 school days, a blank form is kept in the student's cumulative folder with an attached print out of the correspondence recorded on the Correspondence tab from the excel spreadsheet. In addition, a copy of this blank form and the correspondence is kept in the Muscota ENL Binder under the tab for that student.

9. Describe how your school ensures that placement parent notification letters are distributed. The placement notification letter will have a form attached to it so that parents can either email the ENL Teacher saying they received the letter, or send the form back with their signature confirming receipt.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

HLIS - The original copy is kept in the student's cumulative folder. Also, a copy of the HLIS is kept in the Muscota ELL Binder in the corresponding tab for that student.

Non-entitlement Letter - The original copy is kept in the students' cumulative folder. Also, a copy of this letter is kept in the Muscota ELL Binder in the corresponding tab for that student.

Entitlement Letter and the Re-Identification Notice - The original copy is kept in the student's cumulative folder. Also, a copy of this letter and the notice is kept in the Muscota ELL Binder in the corresponding tab for that student.

Continued Entitlement Letter - The original copy is kept in the student's cumulative folder. Also, a copy of this letter is kept in the

Muscota ELL Binder in the corresponding tab for that student.

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.

Each year, as soon as the NYSESLAT test dates are released, usually by May, the Principal and Assistant Principal add the dates to the Muscota New School Assessment Calendar.

Each year in September, in order to identify students who are eligible to take the NYSESLAT, the ENL Teacher prints the RLAT report from ATS and records eligible students in her ELL binder to insure these students are tested in the spring. Although, Muscota does not usually take new admits throughout the year, each year the ENL teacher will print out another RLAT from ATS one month prior to the exam to ensure all students who are eligible are in fact taking the exam.

In the spring, during the allotted time period, the NYSESLAT Speaking test is administered by the ESL teacher. However, it is scored by the Special Education Liaison, Megan Benay.

Also, in the spring, during the allotted time period, after the ENL Teacher receives the NYSESLAT test booklets, she cross checks students pre-slugged answer sheets with the RLAT report from ATS. Then, she administers NYSESLAT Sessions 1, 2, and 3, in small groups of students within the respective grade band for that exam. Only one session is tested in one day. These 3 sessions are administered over the first three days of the mandated testing period. During each testing period mandated by NYS for NYSESLAT Sessions 1, 2, and 3, five additional days are set aside to ensure that students who were absent during the first three days of the NYS mandated testing days of the exam are able to take the exam despite being absent on the days the exams were given.

However, the testing period for the Speaking exam is usually mandated by NYS to be completed within 3-4 weeks. Every year at Muscota, these individually administered exams are usually completed in the first 2 weeks, and the remaining 1-2 weeks are used for make-up exams in the event a student was absent during the first 2 weeks.

Regarding scoring, the Writing sections of NYSESLAT Sessions 1, 2, and 3, are scored by a select team of teachers in compliance with the NYSESLAT scoring instructions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The continued entitlement and transitional support parent notification letters are distributed on the first Wednesday of school in September in the school's Wednesday Folder, which is the school's main form of communication between parents and school staff. If the first week of school does not include a Wednesday, then the letters will be sent home on the first day of school in the child's homework folder.

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).

For the past 4 years, according to Parent Survey and Program Selection Forms, the trend has been that out of 14 ELL families, 12 chose ENL as their first choice, DL as their second choice, and TBE as their third choice. There were only 2 families who chose DL as their first choice, TBE as their second choice, and ENL as their third choice, and those two families left Muscota to enroll their child in a DL program. The parents who elected Dual Language expressed an interest in their child developing proficiency in the family's native language. We are not a Dual Language school, therefore we are not able to provide that option to parents. In addition, we have not had 15 ELL students in two contiguous grades who speak the same home language. Therefore, we have yet to open a TBE class.

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.

The Muscota New School ENL program implements integrated and standalone ENL services as per CR Part 154.2. Therefore, the ENL Teacher works with the administration and the classroom teachers to create a schedule that provides the following number of

mandated minutes for all of our ELLs.

-Entering and Emerging ELLs receive 180 minutes (4 periods) of standalone ENL and 180 minutes (4 periods) of integrated ENL services.

-Transitioning ELLs receive 90 minutes (2 periods) of standalone and 90 minutes (2 periods) of integrated ENL/ELA

-Advanced students receive 180 minutes (4 periods) of integrated ENL/ELA

-Commanding students receive 180 minutes (4 periods) of integrated ENL/ELA. Even though they are only required to receive 90

minutes, we provide them with the same amount of time as Advanced students because not all Commanding students have scored a

3 or above on the ELA.

For both standalone ENL and integrated ENL/ELA, students are grouped according to their DRA reading level, their NYSESLAT level,

and their grade level. During the the mandated ENL/ELA integrated periods, the ENL teacher and classroom teacher plan literacy

rotations during which grade level reading curriculum and center activities are differentiated by text level and task. During the

standalone ENL periods, the ENL teacher uses the Fontas and Pinnell Leveled Literacy Intervention program to provide small group

instruction on students' instructional reading level. This period is scheduled by the AP, Classroom Teacher and ENL Teacher to ensure

ELLs are receiving standalone ENL services during the class' guided reading period so that ELLs do not miss grade level curriculum

instruction.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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)?

The Assistant Principal, ENL Teacher, and classroom teachers ensure the mandated number of instructional minutes is provided according to proficiency levels by reviewing the RLAT report from ATS to identify the students proficiency levels.

Next, they review chart 5.1 below entitled, The CR Part 154.2 ENL Units of Study and Staffing Requirements. Using the proficiency levels and this chart, they create a schedule that ensures students receive the mandated number of minutes and mandated type of service - as described in number 1a of this section (Section V). See number 1 above for how the Muscota New School delivers explicit ENL and ELA instructional services in its standalone ENL program. HLA instructional minutes are not mandated according to chart 5.1.

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.

Core content for Muscota's Standalone ENL program is delivered as follows:

-Instruction is delivered in English. When necessary, the ENL Teacher and Classroom Teachers, who are fluent in Spanish, provide academic and socio-emotional guidance. If an ELL does not speak Spanish and needs support during instruction, the ENL teacher coordinates a parent volunteer who is bilingual in the student's language to provide academic support one day a week during the

standalone ENL service period. In addition, all ELLs are provided with a placement in Muscota's after school program. Therefore, the parent coordinator coordinates a parent volunteer to attend the after school program to provide home language support during homework time for that child who does not speak Spanish. Otherwise, after school parent volunteers and staff are bilingual Spanish/English and therefore able to assist Spanish-speaking ELLs.

Following are the instructional approach and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards in both the standalone ENL and integrated ENL/ELA services: For both standalone ENL and integrated ENL/ELA, students are grouped according to their DRA reading level, their NYSESLAT level, and their grade level. During the the mandated ENL/ELA integrated periods, the ENL teacher and classroom teacher plan literacy rotations during which grade level reading curriculum and center activities are differentiated by text level and task. During the standalone ENL periods, the ENL teacher uses the Fontas and Pinnell Leveled Literacy Intervention program to provide small group instruction on students' instructional reading level. This period is scheduled by the AP, Classroom Teacher and ENL Teacher to ensure ELLs are receiving standalone ENL services during the class' guided reading period so that ELLs do not miss grade level curriculum instruction.

In both the standalone ENL and the integrated ENL/ELA, the following approaches and methods are used:

- SIOP Model: Building Background, Language and Content Objectives, Total Physical Response, Realia, videos, and audio
- ReadyGen vocabulary lessons and scaffolding for students instructional level.
- Phonics strategies from Foundations (A Wilson early literacy program)
- Reading strategies from Fontas and Pinnell Leveled Literacy Program
- Writing strategies from Lucy Caulkins Writer's Workshop

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
99% of students at The Muscota New School enter in Kindergarten. Therefore, our ELLs are not proficient in reading and writing in their home language at a level that would enable them to be evaluated in their home language throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year as follows:
 - 1) In September of each year, the ENL Teacher, Christa M. Gesztesi uses the data from the spring NYSESLAT to inform grouping and instruction within the four language modalities: listening, speaking, reading, and writing.
 - 2) In September, January, and May, the ENL Teacher, Christa M. Gesztesi, administers the DRA Reading Record - which assesses all four language modalities: listening, speaking, reading, and writing. In addition, the ENL Teacher administers the DRA Word Analysis for grades K-2.
 - 3) In November and March, the ENL Teacher, Christa M. Gesztesi, administers the DRA Progress Monitoring for grades K-5.
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 status

6a. SIFE:

We currently have no SIFE students, but our plan to service them is as follows:

 - SIFE students will be assigned to an ICT classroom so that they may receive instruction in an ICT classroom with two teachers. While we have yet to have a SIFE student, in the past we have noticed our Long Term ELLs have improved their proficiency level on the NYSESLAT after leaving a classroom with one General Education teacher and being placed in a classroom with one General Education and one Special Education teacher. Therefore, we will provide this type of placement for SIFE students because ICT classrooms have consistent small group instruction which provides more small group instructional periods of targeted differentiation.

In addition, the teachers typically focus on different subject areas therefore, our SIFE ELLs will receive two different styles of instruction for different subjects.

 - In addition to the mandated services SIFE students already receive as ELL students, another 45 minutes of standalone ENL with only the SIFE students. During the standalone ENL, the ENL Teacher will only teach goals that are specific to the SIFE students as opposed to group goals from these students' regularly scheduled standalone ENL class. The ENL teacher will use the Fontas & Pinnell

Program

Leveled Literacy Intervention for this standalone ENL class. The content will be in English, but the scaffold will be in the child's home language. Ninety-nine percent of Muscota's ELLs speak Spanish as their home language. If the child's home language is a language other than Spanish, the ENL Teacher and the ELA Teacher will coordinate a parent volunteer to support the child during this class time, or during homework time in our after school program.

--In order to support all SIFE students with the appropriate age-level socio-emotional skills, all SIFE students will be offered a place in Muscota's parent-run After School Program. This time is allotted for games, sports, and homework. Again, a bilingual parent who speaks the child's home language will be designated to work with our SIFE students.

6b. NEWCOMER: The ENL Teacher will service Newcomers as follows:

-Currently, there are 7 Newcomers. Two are in Kindergarten, three are in First Grade, and 2 are in Second Grade. According to their NYSITELL and NYSESLAT scores, they need support with all language modalities. The instructional focus will be on listening and speaking skills as well as phonemic awareness, phonics, reading decoding, reading comprehension, and writing. A second instructional focus within the aforementioned modalities of listening, speaking, reading, and writing will be the development of the vocabulary necessary for Cognitive Academic Language Proficiency (CALP), i.e. Tier II and III Vocabulary, through content instruction. All content area instruction will be taught as explained above in number 3.

6c. DEVELOPING: The ENL Teacher will service Developing ELLs as follows:

-Currently, there are 5 Developing ELLs. They are all in the Fourth Grade. According to their NYSESLAT scores, the language modalities they need support with are reading and writing. The instructional focus will be on retelling and summarizing. A second and third instructional focus will be on interpreting the text and reflecting on the text using text based evidence. The instructional method will be to teach CALP (see 6b), accountable language stems, and transition words and phrases. The students will apply these skills of retelling, summarizing, interpreting, and reflective by having student-student discussions and writing their answers based on their discussions and the evidence in the text. This instructional approach will support their ability to think, listen, speak, read, and write more proficiently using academic English.

-In addition, the ENL teacher will meet with the parents to identify after-school, weekend, or private tutoring services to support their child's specific academic and language needs.

6d. LONG TERM: The ENL Teacher will service Long Term ELLs as follows:

We currently have no Long Term ELLs, however our plan to service them is as follows:

-In June, the students who are concluding their 6th year of ENL service will be assigned to an ICT classroom for the following year so that they may receive instruction in an ICT classroom with two teachers. In the past, our Long Term ELLs have improved their proficiency level on the NYSESLAT after leaving a classroom with one General Education teacher and being placed in a classroom with one General Education and one Special Education teacher. We have learned that this has supported our Long Term ELLs because ICT classrooms have consistent small group instruction which provides more differentiation, and the teachers typically focus on different subject areas so our Long Term ELLs receive two different styles of instruction for different subjects.

-In addition, the ENL teacher will meet with the parents to identify after-school, weekend, or private tutoring services to support their child's specific academic and language needs.

6e. FORMER ELLS: The ENL Teacher will service Former ELLs as follows:

Currently, we have 3 Former ELLs who scored Commanding on the NYSESLAT. However, we have noticed that the majority of students who score proficient on the NYSESLAT do not score a 3 or 4 on the ELA or Math exams. Therefore, even though Commanding students are only required to receive 90 minutes of standalone ENL or integrated ENL/ELA, we provide them with the same amount of time and the same type of service as Advanced students, i.e. 180 minutes of integrated ENL in order to support their academic achievement towards meeting and exceeding Common Core State Standards for their grade level.

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.

Between 6-12 months after the re-identification the principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination as follows:

1. The principal will meet with the LPT, which includes the ENL Teacher, the Special Education Liaison, the Assistant Principal, and the parent/guardian of the child to discuss the child's academic and socio-emotional progress thus far.
2. If the principal and the LPT believes that the student may have been adversely affected by the determination, the principal will provide 2, 45-minute integrated intervention periods during ELA and Math with the intervention teacher if the child was re-identified as a non-ELL, or the ENL Teacher if the child was re-identified as an ELL.
3. If the principal and the LPT believes the re-identification was not appropriate for that child, she will consult with the superintendent or his/her designee to reverse the ELL status, and notify the parent/guardian in writing in the parent/guardian's preferred language within 10 school calendar days.

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?

Teachers of ELL-SWDs use small group instruction to provide access to academic content areas and accelerate English language development. In an ICT class, ELL-SWDs are grouped heterogeneously by language proficiency and homogeneously by academic skill level. Additionally, teachers of ELL-SWDs provide longer wait time, pair and group work, Total Physical Response, use of manipulatives and realia, choral repetition, moderately paced speech, language prompts, questioning and discussion strategies using the "Convince Yourself, a Friend, and a Skeptic" protocol.

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?

--Curricular and Instructional flexibility - The following instructional tools are used to insure that ELL-SWDs are given every opportunity to access Muscota's Common Core State Standard aligned Curriculum: Can Cards -as explained in the section on RTI-, multi-sensory access to content through field trips, class projects, center activities, Muscota's music, dance, drama and art program; and Movement-based learning through Move to Improve, Brain Gym, and gym class.

--Schedule flexibility - ELL-SWDs have access to the least restrictive environment in ICT classes where there is one certified Special Education teacher and one certified General Education teacher. In addition, ELL-SWDs are pulled out for standalone ENL service during small group instruction so they do not miss instructional time in their classroom. Lastly, the PT, OT and Speech service providers work together with the ENL teacher to coordinate their schedules to insure ELL-SWDs are receiving the necessary instruction to meet their IEP goals and attain English proficiency.

Chart

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)	2 units of study <i>per week</i> (360 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/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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

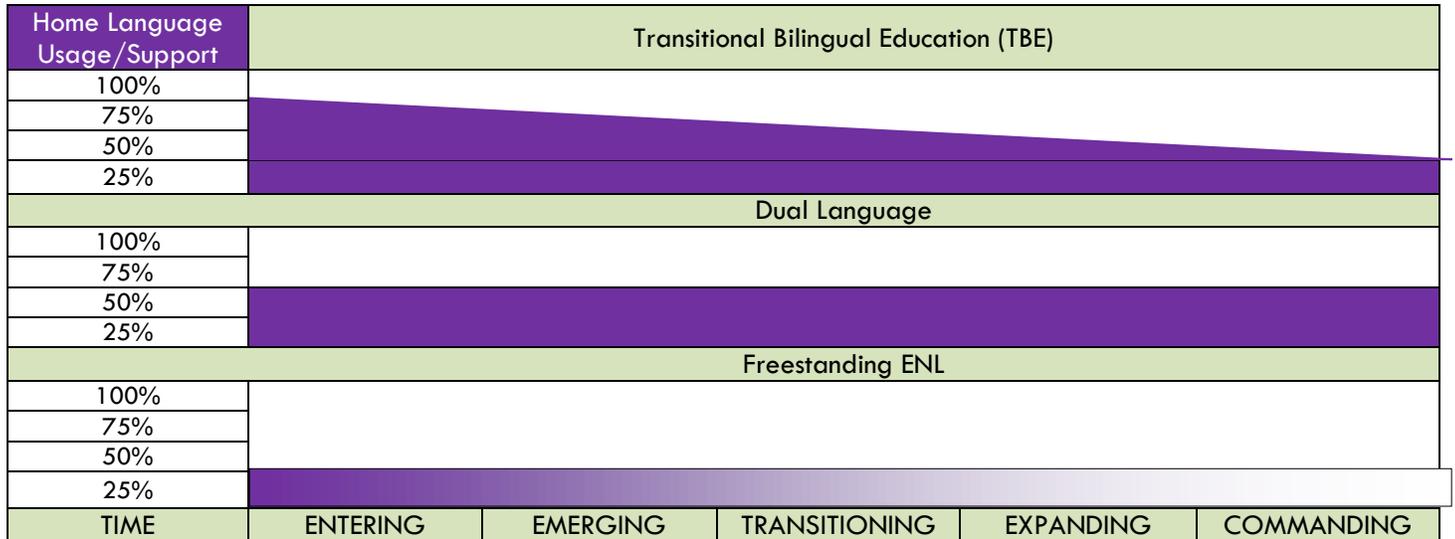


*Note “other approved services” does not apply to New York City at this time.

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.
- All intervention programs are offered in English because of the fact that almost 100% of our students enter in Kindergarten and therefore do not have literacy levels in their native language that would enable them to receive literacy instruction in their native language.

---Targeted Intervention Programs for ELL-SWDs and ELLs receiving services for 4-6 years in ELA receive daily instruction using the Leveled Literacy Intervention program. In addition, in June, the students who are concluding their 6th year of ENL service will be assigned to an ICT classroom for the following year so that they may receive instruction in an ICT classroom with two teachers. In the past, our Long Term ELLs have improved their proficiency level on the NYSESLAT after leaving a classroom with one General Education teacher and being placed in a classroom with one General Education and one Special Education teacher. We have learned that this has supported our Long Term ELLs because ICT classrooms have consistent small group instruction which provides more differentiation, and the teachers typically focus on different subject areas so our Long Term ELLs receive two different styles of instruction for different subjects.

---Targeted Intervention Programs for math - All ELLs receive daily instruction in the Go Math program in their respective classrooms. This is a school-wide program. At the beginning of each chapter of this program there is a "Show What You Know" diagnostic assessment. The intervention for each chapter is based on the data from this assessment. The program indicates one of the following types of intervention required: Soar to Success Math (online component), Strategic Intervention or Intensive Intervention. Therefore our ELLs receive math intervention per chapter within this program.

---Targeted Intervention Programs for science and social studies - All content area instruction for these subjects is embedded in Muscota's 4- multidisciplinary units of study, therefore ELLs receive targeted intervention from the standalone ENL services using the leveled reading texts from the Benchmark Company's English Explorer's program. Students are assessed at the end of every unit based on a writing assignment that is measured against a rubric that is aligned with the Common Core State Standards.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current ENL program meets the needs of our ELLs in both content and language development because it contains several of the components of a successful ELL program as identified by the school teams in the The Practitioners' Work Group for Accelerating English Language Learner Student Achievement. In particular, school leadership has a clear vision, our school continuously monitors ELL student progress, school organization and structure is maximized for ample collaboration and planning time between classroom teachers, the literacy coach, the data manager, and the ENL teacher. In addition, curriculum and instruction at the school are aligned to the Common Core State Standards. These components of a successful ELL program are evident in the following ways:

1) Meetings are held so that the principal, AP, data manager and literacy coach know our ELL population and their needs. This is done through the initial meeting in September to review NYSESLAT, ELA and Math data and then identify groups and create a schedule that meets our ELLs needs and required service hours. Also, this is done collaboratively by the aforementioned school leaders during the creation of the Language Allocation Policy. Thirdly, administrators and teachers hone the capacity of staff to enrich language development and academic content and skills are involved in the creation the ENL Inquiry Study that provides 15% of professional learning hours for staff. Lastly, the administrators highly value parent and community involvement as evidenced by the promotion and creation of Family Culture Clubs for parents of ELLs to share and highlight the value their customs and language bring to our school and neighborhood community.

2) Regarding how we monitor student progress, data is collected from from the NYSESLAT, ELA, and Math state exams, which are administered once a year; the DRA is administered 2 times a year; the DRA Progress Monitoring is administered every 6 weeks for Tier 1, 2 and Tier 3 ELLs according to the ELL RTI Framework; and the Unit Writing Assignments are administered 4 times a year. All of these assessments are used to determine ESL instructional groups and group goals. After administration of the assessments, goals are revised and instruction is designed according to the new goals and aligned to student interest, and the Common Core State Standards.

12. What new programs or improvements will be considered for the upcoming school year?

The improvements were made to how we implement RTI. See number 5 in the Data and Analysis section above.

13. What programs/services for ELLs will be discontinued and why?

In previous years we have been moving away from only standalone ENL. For example, in the 2014-2015 school year, we used 4 more periods of integrated ENL than standalone ENL in grades K-1. Four out of five ELLs in these classes improved their reading levels so that they are now approaching grade level. Therefore, in response to this finding, and in compliance with CR Part 154, we will be implementing more integrated ENL minutes of service to ensure that our Emerging, Transitioning, Expanding, and

Commanding ELLs have more access to grade level work so that they can meet the Common Core State Standards for their grade level.

At Muscota, the ENL Teacher works with the administration and the classroom teachers to make sure the schedule and the curriculum meet the mandated number of minutes for all of our ELLs. At Muscota, we provide our

- Entering and Emerging ELLs with 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA
- Transitioning ELLs with 90 minutes of standalone and 90 minutes of integrated ENL/ELA
- Advanced students with 180 minutes of integrated ENL/ELA
- Commanding students with 180 minutes of integrated ENL/ELA. Even though they are only required to receive 90 minutes, we provide them with the same amount of time as Advanced students because not all Commanding students have scored a 3 or above on the ELA.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All the ELL students at PS 314 are afforded access to all school programs, i.e. extended day, after-school programming, drama, art, and music programming. There are no pre-requisites to applying for these programs so that all ELLs may have access in the same way as do their non-ELL peers. In addition, the ESL Teacher ensures that all communication regarding these programs is sent in the parent's preferred language by meeting with the Parent Coordinator in September to review the Language Translation and Interpretation Plan.

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.

The instructional materials used to support all ELLs include: lap tops, iPads, Smart Boards, academic videos, listening centers, math manipulatives, FOSS science kits, a poster with kinesthetic movements (Brain Gym® and Move to Improve) which ELLs use to support language learning, and the acquisition of comprehension skills, organizational skills and communication skills.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ENL teacher is a proficient Spanish speaker, and provides support when necessary. Spanish books are also available for families to borrow and use at home to support bi-literacy. In addition several staff members are also biliterate and provide support and assistance as needed.

For students whose home language is not Spanish, Muscota's parent coordinator, Denise Rodriguez coordinates a bilingual parent volunteer to assist the ENL teacher for one period each day during the standalone ENL service time. In addition, the parent coordinator also coordinates a parent volunteer to assist these students during our Muscota After School program to ensure they receive adequate assistance in completing homework assignments.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

At Muscota, we ensure all required services/resources support and correspond to ELLs' ages and grade levels through curriculum development meetings between The ENL Teacher, Christa Gesztesi and the Literacy Coach, Mary Flores-Camacho. The ENL Teacher and the Literacy Coach meet prior to the beginning of an instructional cycle - lasting 6 weeks - to determine how we will support the academic and cognitive needs of our ELLs and SWD ELLs. Therefore, every 6 weeks the ENL Teacher and Literacy Coach review students DRA Progress Monitoring assessment, grade level curriculum, and the ENL teacher's conference notes. They use this data to determine grade appropriate differentiated tasks that meet student's interests and age appropriate cognitive needs.

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).

1) During June the ENL teacher, Christa Gesztesi, and the Classroom Teachers attend the Muscota Family Orientation for incoming students. The students go in to their new classrooms and families and students meet the teachers.

2) The second week in September parents of ELLs will meet to discuss the goals and components of the ENL program, and exchange contact information.

3) While The Muscota New School has 98% enrollment of new ELLs in Kindergarten, we offer an additional Muscota Family Orientation as needed throughout the year, which the ENL Teacher attends, in the event a transfer student is enrolled.

19. What language electives are offered to ELLs?

There are no language electives offered to ELLs.

20. For schools with dual language programs:

- 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.
- 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)?

N/A

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.)

The school secretary, school aides and parent coordinator will each meet with the ESL Teacher for separate professional development. These meetings will be held from 3 p.m. - 4 p.m. Following are the dates and topics:

 - 1) September 8, 2015 – ELL Identification Compliance & Communication with Families of ELLs through the Preferred Language Form, the Translation and Interpretation Unit, and bilingual staff members.
 - 2) January 12, 2016 – Hosting school tours for non-English speaking families
 - 3) February 2, 2016 - NYSESLAT - School Procedures During Testing Days
 - 4) April 12, 2016 – ELL Identification Compliance & Communication with Families of ELLs through the Preferred Language form, the Translation and Interpretation Unit, and bilingual staff members.

All teachers of ELLs, including paraprofessionals, will receive professional development as outlined in number 2 of this section of the LAP.
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?

All Muscota teachers, including paraprofessionals, will participate in an ELL Inquiry Study on how language is processed in the brain, the role language plays in academic and social-emotional success, and instructional strategies to support whole-brain processing and language learning. This PL cycle will be based on Bankstreet's 16th Annual Language Series Language and the Brain: How We Learn Best, and the article, "Brain Research: Implications for Second Language Learning." Teachers will then hold inter-classroom visitations in between each Monday PL to observe the strategies they implemented. In the following meeting, teachers will discuss the effectiveness of their professional learning, the strategies they chose to implement, how their learning and the strategies met Common Core Learning Standards, and how these instructional changes affected student learning as evidenced by student work. In addition, teachers will collaborate to identify next steps.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

-At the Muscota New School, in January, the 5th Grade teachers are trained to conduct mock Middle School interviews with ELLs, and how to create portfolios for Middle School.

-In addition, from September to January, the 5th Grade teachers visit middle schools once each month to ensure they understand the academic and socio-emotional expectations of ELLs who are entering middle school.

-After the training and school visits, the ENL teacher and the 5th grade teachers meet with each ELLs individually to provide guidance and support with creating their middle school portfolio and preparing talking points using formal academic language to be practiced during one-on-one mock middle school interviews.
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.
 1. The ENL Teacher, Christa Gesztesz will attend all 4 District ELL Meetings for 3 hours and Network Sole Provider monthly meetings for 1.5 hours. The ENL Teacher, Christa Gesztesz, will also attend 4, all-day (8 hour) DELLS workshops. These hours of professional development meet 50% of the required professional development hours.
 2. All Muscota teachers, including paraprofessionals, will use 15% of Professional Learning (PL) time as prescribed by CR Part 80. This professional development time will be dedicated to language acquisition. The inquiry will be based on the research and information from the "Brain Research: Implications for Second Language Learning" conference explained in number 2 above. At Muscota, we hold 6 cycles of 6-week Professional Learning meetings on Mondays. This totals 36 professional learning meetings. Thus, 15% of 36 is 5.4, so one of the cycles, lasting 6 weeks, will sufficiently meet 15% of the required professional development for teachers.
 3. All attendance, agendas, student work, articles, and examples of lessons, instructional tools and strategies are kept in the ELL Inquiry Binder for the corresponding school year.

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?

1) The third week in September, parents of ELLs will meet for an ELL Family Welcome meeting to discuss the goals and components of the ENL program, exchange contact information, and discuss the format for the Winter and Spring Family Culture Club. *In 2015-2016, we will hold a Winter Family Culture Club. Then, in 2016-2017, we will hold a Winter and Spring Family Culture Club.

2) During the month of November and the first two weeks of December, the ENL Teacher will meet with 2 ENL families, including the child. The meetings will be held on Tuesdays during Parent Engagement. The child's Classroom Teacher will also attend. If the parent speaks a language other than Spanish or English, the Translation and Interpretation Unit will be contacted to interpret the contents of the meeting. During this time the ENL Teacher will discuss the child's language development progress according to the child's NYSITELL or NYSESLAT score, DRA running record, DRA Word Analysis, and the child's Dominance Profile. After the data has been shared, each party, parents/guardians, student, the ENL teacher, and the Classroom Teacher will agree upon one next step to support the child's language development progress in school, and one next step for the home.

NUMBER 2 below does not have a field to write in.

INCLUDE HOW RECORDS ARE KEPT FOR ANNUAL INDIVIDUAL MEETINGS WITH ELL PARENTS AS WELL AS OUTREACH TO ENSURE PARENT NEEDS ARE ACCOMMODATED.

1) Records for annual individual meetings with ELL parents/guardians and outreach including meetings, phone calls, and letters will be kept in the Muscota ELL Binder under the tab for the corresponding child of that family.

2) The Parent Survey & Program Selection will be entered into ATS in the ELPC screen. The original copy of the form will be kept in the child's cumulative folder, and a copy of the form will be kept in the ELL Binder under the tab for the corresponding student.

3) All correspondence, outreach, RTI sign in sheets & next steps, and individual meeting sign in sheets and next steps will be kept in the ELL Binder under the tab for the corresponding student.

4) Parent Teacher Conference sign in sheets will be kept in the Parent Teacher Conference tab in the ELL Binder.

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 Muscota Family Culture Club is an initiative dedicated to promoting multi-cultural values and appreciation. There are more than 10 different cultures represented by the families and staff at Muscota. The mission of the Family Culture Club is to raise global citizens who communicate, collaborate, advocate, and educate all members of their local and global societies for the higher good of a diverse, yet united world. Therefore, understanding different cultures is a fundamental component of fulfilling that mission.

The Muscota Family Culture Club will be comprised of all Muscota families, in particular families of ELLs, who are interested in sharing their cultural customs and values. It is also a time when parents can meet with one another to support their child's cultural education, exchange ideas and resources, and make lifelong friends.

The Muscota Family Culture Club will meet in September, January, and May to decide on a winter and a spring event that supports the mission of the club. (*The Winter event will be launched in 2015-2016, and the Winter and Spring events will be launched in 2016-2017). At the first meeting, families will agree upon the mission statement and decide on the fall and spring event. For example, families can organize a cultural fair for multiple cultures to share their values, a cultural exchange, where two cultures share the similarities and differences of their customs, language, food, and geography; or an excursion to visit a significant cultural site.

This club is family run and will be supervised by the ENL Teacher, Christa Gesztesi. The purpose of managing the club in this way is to empower families to establish culturally nurturing relationships, and for children to learn how to appreciate and collaborate with one another in a multicultural society.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? In collaboration between the New York City Brain Gym® Collective and the Muscota Parent Association, parents of ELLs will be invited to attend a 3-part series consisting of one and a half hour workshops on the benefits of kinesthetic movements on

learning. The workshops will be from 6:30p.m.-8:00 p.m. on the following dates which correspond to the listed workshop topics:

1) January 14, 2016- How can I be more focused and calm using Brain Gym®?

2) February 11, 2016- How can I feel more centered and be more organized using Brain Gym®?

3) March 10, 2016 - How can I communicate more easily (listening, speaking, reading, writing) using Brain Gym®?

5. How do you evaluate the needs of the parents?

Every year in June, the ENL Teacher, Christa Gesztesi, and the Parent Coordinator, Denise Rodriguez administer a survey to parents/guardians of ELLs to get their feedback on the communication and correspondence throughout the year; the instructional programs, and family events during the year, as well as to gauge their interest and needs for the following year. The survey is translated for parents who speak a language other than English, and for those families who do not respond to the written survey, the Parent Coordinator or an interpreter calls to conduct the survey over the phone. Then, the ENL Teacher and the Parent Coordinator review the feedback and create the ENL Parent Engagement that is outlined in this LAP for the following school year.

Also, as outlined in our Language Translation and Interpretation plan, the ENL Teacher, Parent Coordinator and ENL Class Parent coordinate translation and interpretation for Back to School/Family Night, Parent Teacher Conferences, parent teacher meetings conducted outside of parent teacher conferences, the additional ELL Parent Teacher Conferences during Parent Engagement time, i.e. Village Meetings; and all written school correspondence.

6. How do your parental involvement activities address the needs of the parents?

Our yearly survey provides the ENL Teacher and Parent Coordinator with feedback on the effectiveness of school communication with parents as well as family events and other support parents need. Therefore, the ELL Family Welcome meeting, the Brain Gym workshops for parents, the Family Culture Club, and the Village Meetings are all events and initiatives that were suggested by parents in their survey feedback. As a result, we are able to ensure that our parental involvement activities address the needs of our ELL students' parents.

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.

The Muscota New School mission is to "Turn the World Around." In keeping with that mission we have established that our small population of ELLs must remain a priority for all teachers and paraprofessionals. Therefore, it is important to highlight our ELL Inquiry work through professional book clubs, analysis of student work, and classroom intervisitations have been a key component of the entire school's professional development and inquiry study. As a result, over the past 3 years, all classroom teachers have implemented effective instructional strategies to ensure that English Language Learners receive the academic support they need to meet respective grade level Common Core Standards. These instructional strategies include: Tier II and Tier II Vocabulary Instruction, Wait Time, Questioning (Depth of Knowledge wheel), and strategies and graphic organizers for thinking before, during, and after reading a text or completing a unit of study. As a result of these inquiry studies, our school community has improved its understand and service to our ELL community.

Part VI: LAP Assurances

School Name: <u>The Muscota New School</u>		School DBN: <u>06M314</u>	
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)
Camille Wallin	Principal		10/30/15
Allison Maltz	Assistant Principal		10/30/15
Denise Rodriguez	Parent Coordinator		10/30/15
Christa M. Gesztesi	ENL/Bilingual Teacher		10/30/15
Cynthia Zizola	Parent		10/30/15
Lisa Brunner/Special Ed.	Teacher/Subject Area		10/30/15
Marilyn Salas/Cm Br/Bilingual	Teacher/Subject Area		10/30/15
Mary Flores-Camacho	Coach		10/30/15
	Coach		
Hanin Awward	School Counselor		10/30/15
Manual Ramirez	Superintendent		10/30/15
Alice Cohen	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: M06314 **School Name: The Muscota New School**
Superintendent: Manuel Ramirez

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) 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

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.

In Part III: Parent Information, on the Home Language Identification Survey (HLIS) parents indicate their preferred language in which they would like to receive written information and communicate orally with school staff. In addition, during the intake process, parents fill out the Parent's Preferred Language form that asks parents to indicate their preferred language of communication with school staff. In addition, this year we have begun to label Emergency Contact cards with the family's preferred language of communication, the list of staff members who speak the language of the family, and the phone number for the Translation and Interpretation Unit in the event there are no staff members who speak the family's 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.

English
Spanish

Part B: Creating a Communications Calendar

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.)

School Calendar - September
Family Night (Back to School Curriculum Night) and Parent-Teacher Conference announcements - September, November, March, May
After School Registration forms and announcements - September-June
New York State Testing dates - September
Parent Association and School Leadership Team meeting minutes - September-June
Saturday Academy announcements - February
Family Breakfast announcement - December and June

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.

Family Night (Back to School Curriculum Night) - September
Parent-Teacher Conference announcements - November, March, May
Family Engagement meetings for ELLs, SWDs, and at risk students - September-June
Supplemental English as a New Language Parent Meeting - These will occur during Parent Engagement time from September-June
IEP meetings with all SBST members - September-June
Family Wellness - September - June

Part C: Providing Language Assistance Services

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.

Based on our students' family's preferred language forms and Part 3 of the Home Language Identification Forms, our school staff and class parents translate school correspondence and oral communication into Spanish for our Spanish-speaking families. In the event of newly admitted families who do not speak Spanish, the ENL Teacher contacts the NYC Translation and Interpretation Unit to translate written communication.

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.

Based on our students' family's preferred language forms and Part 3 of the Home Language Identification Forms, our bilingual, Spanish-English staff members and class parents will interpret for our Spanish-speaking families during the parent-teacher conferences and school events as outlined in Part B. In the event of newly admitted families who do not speak Spanish, the ENL Teacher calls the Translation and Interpretation Unit to interpret over the phone during parent-teacher conferences.

Part D: Training Staff on Policies and Procedures

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.)

At our first staff meeting in September, the Language Access Coordinator, Christa Gesztesi, will explain how our school identifies parents preferred language using the HLIS, Parent's Preferred Language form, and the Muscota labels for the Emergency Contact binder.

In addition, staff members will be informed of the following:

- Christa Gesztesi is the Language Access Coordinator (LAC)
- The LAC will post the Language ID Guide at the security desk and in the main office to inform parents that our staff can provide them with written translations and oral interpretation of school correspondence, meetings, and events in their native language.
- Teachers will be given the Translation and Interpretation Unit's informational brochure and Language Identification Guide so they can contact the Translation and Interpretation Unit to access their free services during the designated hours.

Part E: Providing Notice of Language Assistance Services

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

At our school's Family Night (Back to School/Curriculum Night) in September, parents will be provided with the following documents from the Translation and Interpretation Unit:

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

As explained above in Part D, our school will post the Language ID Guide at our main office and security desk.

Part F: Monitoring and Quality Control

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

Our LAC will provide our Parent Association with a list of families whose preferred language is a language other than English, indicating that they require translation and interpretation services. With the assistance of our bilingual class parents or the Translation and Interpretation Unit, our Parent Association will then contact these families to inquire as to whether or not they are receiving school information in their home language, and as to whether or not they are attending school events and parent-teacher conferences with the assistance of an interpreter.