

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M414

School Name:

N.Y.C. MUSEUM SCHOOL

Principal:

DARLENE MILLER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: NYC Museum School School Number (DBN): 02M414
Grades Served: 9-12
School Address: 333 West 17th Street, New York, NY 10011
Phone Number: 212-675-6206 Fax: 212-675-6524
School Contact Person: D. H. Miller Email Address: dmiller@schools.nyc.gov
Principal: D. H. Miller
UFT Chapter Leader: Nashua Birnholz
Parents' Association President: Flora Parsons
SLT Chairperson: D. H. Miller
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Flora Parsons
Student Representative(s): Josue Osorio
Fareeha Huda

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, New York, NY 10001
Superintendent's Email Address: mbradbury@schools.nyc.gov
Phone Number: 212-356-7563 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: _____

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)
D. H. Miller	*Principal or Designee	
Nashua Birnholz	*UFT Chapter Leader or Designee	
Flora Parsons	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Flora Parsons	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Josue Osorio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Fareeha Huda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
David Albin	Member/ Staff	
Scott Wassmuth	Member/ Staff	
Heidi Seroy	Member/ Parent	
Haviland Morris	Member/ Parent	
Sandra Hutchinson	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

1. It is important that our students adopt a world view that is cultivated by deep study of other cultures and ways of behaving and thinking, different perspectives and ideas divergent from their own. To this end we have established four museum partners: the Metropolitan Museum of Art, the Museum of the City of New York, the Japan Society, and the Rubin Museum of Art. Our museum-based modules, such as World Religions, Japan Past and Present, Imperialism (a debate-based module), and American Culture (across decades) all have at their heart a focus on students engaging in minds-on and hands-on study that steeps them in a world of thought, beliefs and behavior that may be very unfamiliar. They travel to museums, archives, places of worship to study with learned scholars and to witness the realia that is evidence of "another way."

Module, the program that gives Museum School its thematic focus, is an inquiry based scheme of courses taken by grade and studied from 8 weeks to a full semester. Module has as its purpose allowing students to study areas that will elucidate traditional classroom learning but that takes place in museums, houses of worship, archives and other places of learning throughout the city.

Every Wednesday students spend the morning getting their Module work and research ready so that they can travel to their learning destination for the balance of the day. When they arrive, their learning is inquiry-based and often non-linear in nature (object study through denotation and connotation). Each module is co-taught by two module teachers who travel to the destination with the students and initiate their study. Sometimes the study is led by a learned scholar in the institution, especially if the module is in a place of religious worship.

Module becomes the exemplar for much other learning in our school through its reliance on rubrics, individual assessment and differentiation, student presentation and oral delivery, and co-teaching.

Our current Modules by grade are:

9: World Religions; Evolution; Latin America-Colonization and Culture; Health

10: Structures (architecture/geometry); Imperialism; Japan, Past and Present; Geology

11: Internship; Forensics; US History and Culture Across Decades

12: Seniors do not take module because of the high number of Advanced Placement classes.

Because the traditional core courses grades 9 – 11 are relegated to only four days (Monday, Tuesday, Thursday and Friday), our class periods are 53 minutes long.

2. Students with special needs / IEPs comprise 7.6% of our school's population. English Language Learners comprise 0.8% of our population.

3. In our Quality Review we were cited as "Well Developed" in area 3.4, in that we, "established a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations." This is a function of Effective School Leadership within the Framework for Great Schools. Our leadership has established these high expectations, and those are reiterated with all stakeholders in our community, and are

understood by staff through our coherent curriculum of professional development. Our area of focus is on increasing the rigor of our instruction.

02M414 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	472	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2014-15)					
# Visual Arts	20	# Music	N/A	# Drama	N/A
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	65.2%	% Attendance Rate			94.5%
% Free Lunch	65.6%	% Reduced Lunch			10.0%
% Limited English Proficient	1.1%	% Students with Disabilities			7.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			13.2%
% Hispanic or Latino	40.5%	% Asian or Native Hawaiian/Pacific Islander			31.0%
% White	13.4%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			21.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			6.92
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	88.5%	Mathematics Performance at levels 3 & 4			98.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	97.6%	% of 2nd year students who earned 10+ credits			98.4%
% of 3rd year students who earned 10+ credits	100.0%	4 Year Graduation Rate			97.0%
6 Year Graduation Rate	100.0%				
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	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 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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
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			YES
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 Graduation Rate (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			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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.

A key indicator of the rigor of instruction is the number of students who graduate from our school with distinguished diplomas, either at the Advanced level or the Honors level. This year, 68 out of 110 seniors (61.8%) graduated with Advanced Regents diplomas, and of those 68, 27 received the “with Honors” distinction. However, we continue to strive to raise the rigor of our instructional program, and therefore in 2015-2016 it is our intent to raise this number. A key area of focus will be Algebra II and Trigonometry Regents (A2Trig) – a gatekeeper in raising this number.

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 2015, 64.5% of seniors had passed the A2/Trig Regents. It is our goal to raise the percent of seniors who have passed the A2/Trig Regents to 70%, by June 2016.

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) 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>Continued Common Core professional development and Engage NY module emulation in order to strengthen instructional practice</p>	<p>Grade 11 and grade 12 mathematics teachers</p>	<p>September 2015 through May 2016</p>	<p>AP supervision, mathematics and science (Ann Lennon)</p>

			Principal Leadership Team
Inter-visitation between mathematics teachers in our school and highly effective teachers in other schools (in our peer group or in our borough)	“	”	“
Ongoing observation and supervision to ensure professional development is being implemented effectively in classrooms	“	”	“
Ensuring differentiation of instruction and resources (including strategic deployment of the special education (mathematics) teacher) for students with special needs and students in the lowest third; use of Back to School Night to engage parents in a conversation about how to be pro-active and supportive from the home front	“	”	“

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.										
The special education (mathematics) teacher will be programmed to ICT in A2Trig for grades 11 and 12; grade 11 and 12 mathematics teachers will have as their professional development focus adapting the Engage NY Common Core modules to regular use in the writing of their math units; per diem substitute teachers will be hired to teach classes when the A2Trig teachers are inter-visiting at other schools. Additional resources are not required.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st 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.
In addition to the scholarship reports at the end of each marking period and the subsequent review of grades with teachers, all students taking A2Trig will take a mock-Regents in December of 2015, and the same cohort of students will sit the NYS Regents in the same subject in January 2016. Adjustments to the program that need to be made for the spring semester will be made through the lens of these assessments.
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 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.

According to our Learning Environment Survey, 60% of students reported feeling “sometimes” challenged. In the school’s Quality Review, the assessment was made, “during class visits, there were limited opportunities for students to reflect on their learning and complete self-assessment of their progress.” Therefore, students will begin regular self-assessment at the end of each unit by examining their performance on tests, quizzes, projects, homework, other assignments, exit tickets, and portfolios, and writing reflective essays in order to gauge their own learning.

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.

Beginning in September 2015, and continuing through June 2016, 100% of students will engage in self-assessment at the end of each unit by examining their performance on (where appropriate) tests, quizzes, projects, homework, other assignments, exit tickets, and portfolios, and reflective learning essays in order to gauge their own learning. This self-assessment will also take place at other intermediate stages (for example, at the end of a social studies theme).

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Initial assemblies (September and October) will be used to inculcate in students ways of gauging rigor and recognizing it in their own learning (my own informal survey has indicated that students perceive rigor in teachers they like and fail to recognize it in teachers they feel neutral toward or whom they perceive to	All students in grades 9, 10, 11, and 12	September through June	Principal Assistant principal, supervision

be unpopular). Students will be exposed to role-playing, modeling and looking at student work.			Teachers' Leadership Team
Key students with disabilities will have the learning and conversations around rigor supported through pull-out in resource room	"	"	Special education teachers
Families will be developed to understand the significance of self-assessment and the need for students to have quality and reliable indicators for such assessment. Parents will be given conversation starters so that they too can engage students about their learning.	"	"	Principal, AP supervision, Leadership Team, PTA, SLT

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.											
The assembly agenda for September and October will reflect these topics. The Leadership Team will develop talking points and strategies for teachers to support student self-assessment in class and to benefit from the data and to make sure students are reflecting in ways conducive to high achievement (no budget is required).											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.										
In September and October students' assessment portfolios will be examined to 1. ensure students are assessing key factors, and that 2. the information students are reporting is being responded to instructionally by teachers. This assessment will take place bi-weekly for the remainder of the year to ensure students are shoring up those areas where they feel insecure and teachers are supporting students in strengthening their learning.										
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.

In our Quality Review, our school was cited for very good collaboration on teacher teams. However, a detractor was the fact that the English department had not yet completed writing a curriculum. Teachers will continue to work on inquiry and department teams as they did in the past year, and the English department will complete its curriculum, which has been under construction for six months.

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 December 2015, the English department will have in place a complete four-year curriculum that is keyed both to the Common Core Learning Standards, the Engage NY exemplars, and the scope and sequence of learning for our individual school.

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) 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>The English department attended all four Engage NY day-long workshops last year designed to instruct teachers in how to adapt the Common Core and Engage NY curriculum and modules to their daily classroom teaching, as well as to their unit and curriculum design. In addition, at the end of last year the school purchased four ASCD books dealing with curriculum mapping and design to be used this year by teachers. These</p>	<p>English teachers in grades 9, 10, 11, and 12</p>	<p>September 2015 through December 2015</p>	<p>Principal, English Department Leadership Team representative Special education (literacy) teacher</p>

books were assigned as summer reading. This year, the English department's professional focus through December will be to complete the writing of the department's curriculum.			ESL teacher
Differentiation inheres in the development of the curriculum. However, the special education teacher and the ESL teacher will also serve as advisors to the process to ensure support and success for all students	"	"	"
The SLT will be aware of this endeavor.			SLT; PTA

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.											
The purchases for this endeavor were anticipated and made last year for the work to take place this year. Therefore, all resources are in place. Professional development on Tuesday is already devoted to department level work.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.										
Beginning in September the teachers will present an action plan articulating which member (of 4) in the department will be doing what and the timeline for such activity.										
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.

In our Learning Environment Survey, teachers reported that they had zero opportunity to visit other teachers. As noted in the CEP overview, our very tight schedule – because of museum module – and our long class periods put a constraint on the ability for teachers to conduct inter-visitation. However, this is a compelling need and will simultaneously create an opportunity for leadership to assess the extent to which this practice (inter-visitation) enhances individual teacher performance.

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 December 2015, 100% of math, science, English, and social studies teachers will have visited the classes of two “effective” or “highly effective” teachers.

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) <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>High School for Fashion Industries, Manhattan Center for Science and Mathematics and Lab High School (and similar schools) will be used as sites for inter-visitation for core staff to see instructors deemed “highly</p>	<p>Mathematics, English, science and social studies teacher; special education math,</p>	<p>September 2015 through December 2015</p>	<p>Principal</p>

effective” teach math, science, English or social studies. Teachers at NYC Museum School will also be visited. Each teacher will make two visits between late September and the December break.	literacy and social studies specialists		AP supervision for math and science AP supervision for special education/ESL Leadership Team Special education teachers
Teachers will use the created reflective lens to examine the low inference data notes (a skill learned during the roll-out of Advance) taken during the visit as well as any interviews with teachers in order to process what was seen that was of value and how it applies to their teaching – particularly the needs of students with disabilities, struggling students, and students who are very high achieving.	“	“	“
Parents will be made aware of the initiative during Back to School Night in October. The initiative will be discussed with the SLT in September.			Principal, AP’s supervision, Leadership Team

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.											
Per diem substitute teachers will be hired to cover teachers who are visiting other schools.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	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.
Teachers will be scheduled to go out two at a time. After each visit they will meet with their supervisor to debrief and create next steps. After, they will report to remaining staff as to the results of their visit.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our school’s strength in “Strong Family and Community Ties” is in our use of community resources to enrich the civic life of the school. Built into our mission is the concept of partnership with various community institutions:

- We have four museum partners currently: the Metropolitan Museum, the Museum of the City of New York, the Japan Society, and the Rubin Museum of Art.
- We have other partnerships with local community-based organizations: Hudson River Community Sailing, Hudson Guild, and various other sites for internships.
- All 11th grade students do a one-semester internship at a community site. During the 2013-2014 school year there were 125 juniors doing internships at over 60 different sites.
- All students are encouraged and expected to complete 100 hours of community service within four years.

Our schools needs lie in increased communication with parents about academics and in bringing parents into the school building with greater regularity:

- Our 2014-2015 Learning Environment Survey indicates that 63% of our parents have communicated with their child’s teacher about their child’s performance only *once* or *never* within the school year.
- While we acknowledge the difficulty of getting busy parents to come to school on a weeknight, only approximately 25% of our parents attend Parent-Teacher Conferences, as per our tallies at the end of each conference session.
- Despite well-advertised meetings with topics of interest like “Introduction to Pupil Path Online Gradebooks,” “FAFSA Information Night,” “Summer Opportunities,” and more, our monthly PTA meetings are attended by only about ten parents regularly, with the exception of our annual “Night of Excellence.”
- Parents attend special events like presentations or talent shows that feature their individual children, but we would like to increase attendance at those events as well.

Part 2 – Annual Goal

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

Our annual goal is to increase the percentage of parents who communicate with their child’s teachers about their child’s progress *once a month* from 19% to 50% (reducing the 63% who reported *once* or *never*), as will be documented in teachers’ logs of outreach and ultimately reflected in the 2015-2016 Learning Environment Survey, by the end of the

2015-2016 academic year. This increased communication of specific and timely student performance data will be another point of leverage for impacting student performance.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Continue and expand our use of the Skedula/PupilPath online gradebook and communication system, so that parents and students have regular access to students' day-to-day academic progress and can quickly send emails to teachers.	All students, teachers, and parents	09/15 – 06/16	Principal Miller, APs Lowy and Lennon, guidance counselors
Schedule teachers to work in the computer lab and general office during weekly "Parent Engagement" time in order to ensure they are sending emails and making phone calls to parents about their children's academic progress.	All teachers	09/15 – 06/16	Principal Miller, AP Lowy
Personally invite parents of children whose academic progress is weak to parent-teacher conferences and set specific appointment times for teacher and counselor meetings.	Parents of academically weak students	09/30/15 – 05/10/16	Guidance counselors, dean

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.

A response is pending from the APEX program as to whether they will again be funding Datacation (the company that owns Skedula and PupilPath).

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

	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	X	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.

September 30, 2015

November 20, 2015

March 11, 2016

May 10, 2016

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)	Report card grades, prior Regents exam performance, teacher recommendation	Use of alternative texts, essay writing and peer editing, focused reading strategies, vocabulary review	Small group and one-to-one tutoring	After school
Mathematics	Report card grades, prior Regents exam performance, teacher recommendation	Problem-solving strategizing, use of alternative problems, reflective writing	Small group and one-to-one tutoring	After school
Science	Report card grades, prior Regents exam performance, teacher recommendation	Problem-solving strategizing, close reading strategies, hands-on laboratory experiments	Small group and one-to-one tutoring	After school
Social Studies	Report card grades, prior Regents exam performance, teacher recommendation	Use of alternative texts and primary source documents, focused reading strategies, essay writing and peer editing, vocabulary review, test prep	Small group and one-to-one tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic performance indicators, anecdotal reports from teachers or other professionals, parent request	At-risk counseling for emotional needs, substance abuse concerns, self-esteem issues, academic concerns, behavioral concerns	Small group and individual counseling	During school day and after school

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

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

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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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	223,857.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,465,590.00	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 (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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 (SPC) Template

NYC Museum 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 02	Borough Manhattan	School Number 414
School Name NYC Museum School		

B. Language Allocation Policy Team Composition

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

Principal D. H. Miller	Assistant Principal Joel Lowy
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Marie Claire Chaudoir	School Counselor Jennifer Offerman
Teacher/Subject Area Sujay Sood/English	Parent Flora Parsons
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	0	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)	463	Total number of ELLs	2	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	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	1			1		1	2		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: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1			0
Chinese											1			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)														0
Transitioning (High Intermediate)											1			0
Expanding (Advanced)											1			0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	1	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	1	0	1	0
Algebra 2/Trigonometry	1	0	0	0
Math <u>Algebra CC</u>	2	0	1	0
Chemistry	0	0	0	0
Earth Science	1	0	1	0
Living Environment	2	0	2	0
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	1	0	1	0
Geography				
US History and Government	1	0	1	0
LOTE	1	0	0	0
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.
As a small high school, in addition to recent NYSESLAT results, our school uses NYCDOE periodic assessments, general reading samples and other classroom generated materials to assess literacy skills. The period assessment data indicates that our ELLs ability to read and analyze texts further impedes the students' ability to respond in writing to texts. We have begun instructional professional development around the teaching of reading and writing across disciplines, to best serve all students including ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Last year's NYSESLAT (Spring 2015) demonstrated that of the 4 ELLs returning, 3 students were able to achieve proficiency while the other remained at the "expanding" level. Currently, 1 student performs at the "expanding" level and 1 (a new admit) at the "transitioning" level. There is still a trend toward strength in speaking and listening, with reading and writing as ongoing weaknesses. Analysis across grades proficiencies suggests that there is steady improvement and development up to the "transitioning" level, but that students have stalled there and are unable to pass outright. Students tend to score marginally higher on the reading and writing sections, but there hasn't been a significant difference from year to year. We had no students take NYSITELL last year so there is no data pattern to report.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This year we have continued last year's practice of scheduling ESL classes to ensure that students' attendance in these classes is better tracked and thus have a better chance at making gains on the exam. In addition, we have purchased support materials so that students receive concentrated practice in the types of speaking, listening, reading, and writing activities they will be asked to perform on the NYSESLAT. The students are very close to achieving proficiency, which is revealed in the AMAO tool, so their measurable objective is simply to obtain proficiency, without other benchmarks in between.
- 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.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

See question 2. ELLs fare similarly to other students in tests taken in English, which is why they often refuse to take tests in their native languages. Our school does not participate in ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

n/a

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

We ensure that all general education teachers, in addition to ESL teachers, are aware of each child's unique language and literacy development track, and ensure that their needs are met within all classes, not just within ESL classes.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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).

Through careful analysis of NYSESLAT, course grades, Regents exam grades, and teacher anecdotal reports, we determine the success of our ESL program. Our ELLs generally perform as well as their non-ELL counterparts. If it is determined that the program has not been successful in any given year, we make staffing changes and programmatic changes as necessary. We will continue to monitor and assess the program's development throughout the year.

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.

When admitting students new to the Department of Education, the pupil accounting secretary and/or school guidance counselor ensure that parents complete the Home Language Identification Survey (HLIS), with the assistance of the guidance counselor and/or a pedagogue who speaks the language of the parent (if not English). Parents sit for an informal oral interview with the principal and assistant principal, during which the student engages in regular conversation and may be asked to read a passage and write a response. If parents and students need native language support in Spanish, French, Hindi, or Chinese (Cantonese) during the interview process, a staff member is called upon to assist. If support in another language is necessary, an interpreter is hired (if there has been advanced notice) or an over-the-phone interpreter is used on "conference call." Students identified as possible ELLs through the HLIS and informal interviews are administered the NYSITELL exam or Spanish Lab by a licensed ESL teacher within 10 days of admission into the school system. Currently the NYSITELL exam is administered by Marie Claire Chaudoir, ESL teacher. The test is scored and a determination is made based on the student's score as to whether or not the student qualifies for ESL services.

2. 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).

If a student's age is noted to be older than typical students in his/her grade, and years of uninterrupted instruction are not evident by a student's transcript, the student is interviewed, work is reviewed, and the parent is contacted. Student then completes a SIFE questionnaire, and student is given a reading/writing assessment.

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 identification process is the same as for general education students, but an oral interview with the student and his/her parent/guardian is conducted by members of the LPT: counselor Jennifer Offerman, Principal D. H. Miller, Assistant Principal and Director of Special Education Joel Lowy, and/or ESL teacher Marie Claire Chaudoir. There will be a 20 day timeline to accept or reject the LPT recommendation, and students will be placed in ELL service within 5 days.

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.

Entitled and non-entitled parents are identified through the above described ELL identification processes. The pupil accounting secretary Rhonda Seinfeld makes note of the date of scanning, and ensures that the letters are mailed out in the parents' preferred language in a timely fashion.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed by letter in their preferred language by the secretary Rhonda Seinfeld. Parents of students age 18+ are notified of their right to appeal within 45 days. Copies of the letters are filed in the students' files and records are kept of all correspondences.
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.
The assistant principal gives parents of ELLs a thorough explanation of the three program choices available to their child as soon as their child is identified as an ELL: Transitional Bilingual, Dual Language, and Freestanding ESL. We attempt to get the parent in to the school within the next business day, but if not, we conduct the conversation by telephone. The parent is made aware of the option to have their child placed in an appropriate program in an appropriate school. Parents view the NYCDOE parent orientation video and have the opportunity to ask questions about the three NYC program models. A bilingual program is the default placement when a parent survey is not returned. The only program in place at our school is a Freestanding ESL program. Parents are given a clear explanation of the program and how their students will participate. This entire process happens within the first 5 days of a student's enrollment. If a parent has selected a TBE or DL program, we advise them of possibilities for these programs in other places that may better suit the needs of their child. If a TBE or DL program becomes available in our school, we will reach out to those parents to inform them by letter in their preferred language.
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.
Surveys are administered in person with parents at registration. The school reaches out by telephone and letter to parents in their preferred languages, and keeps careful record of parent choices. Surveys are collected by school aide Antoinette Cucinotta and records are kept by secretary Rhonda Seinfeld.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Forms are collected by school aide Antoinette Cucinotta and given to the secretary Rhonda Seinfeld for entry and placement in the students' permanent files. The pupil accounting secretary notes who has not returned the forms and contact is made as necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.
The pupil accounting secretary mails letters home in the parents' preferred languages and makes note of the date of mailing.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documents are placed in a student's permanent folder. Secretary Rhonda Seinfeld is responsible.
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.
ATS reports are run (RLER) throughout the year to ensure that all eligible students are administered the NYSESLAT. Assistant Principal Joel Lowy schedules the NYSESLAT test in April and May to ensure that all students are present for all sections of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The pupil accounting secretary mails letters home in the parents' preferred languages and makes note of the date of mailing.
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).
Our school only has a freestanding ESL program, and parents have thus selected that program. We typically have less than 5 ELLs each year, and thus the only trend data to analyze is the consistent selection of a freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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 school has 1 section of stand-alone ENL instruction, taught by a licensed ENL teacher. ELLs also receive Integrated ENL instruction if also scheduled for a Collaborative Team Teaching section of English, Math, Science, and/or Social Studies. The Free-Standing ENL classes use a homogenous ungraded model, and the Integrated ENL instruction is by block.
 - 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)?
Our "transitioning" ELL student receives 90 minutes of integrated ENL support in his English class, and is pulled out twice a week for a Free-Standing ENL class for 90 minutes. Our "expanding" student receives 180 minutes of Integrated ENL support in her English class.
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.
Instruction in core classes is in English, and the ESL instructor uses small group instruction to embed ESL teaching methods into content instruction. The ESL teacher has studied the Common Core Learning Standards for English Language Arts and is familiar with strategies such as the "Core Six" to ensure standards are met by ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are evaluated in their native languages whenever native language test materials can be acquired, as when students take Regents exams. Our ELLs are high performing students and are able to perform satisfactorily on evaluations and formative assessments in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that the ESL teacher and ELA teachers build in regular assessments that include each of the four modalities. The principal and assistant principal, through regular classroom observations and review of teachers' assessments, ensure that all four modalities are tested throughout the year. Teachers use formative informal assessments like in-class discussions, note-taking practice, in-class writing, and reading comprehension exercises. Teachers use formative formal assessments like oral presentations, longer essays, and research projects as well.
6. How do you differentiate instruction for 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
 - a. We have no SIFE students currently, but if we did, we would begin our instructional plan by assessing the student using the Performance Series assessments to appropriately gauge grade level performance in English and Math. If the student showed the ability to move at an accelerated pace to catch up to an age-appropriate grade level, the student will be given additional supports after school and in classes that may be off grade-level in order to fill in gaps in instruction. SIFE students will also be given the opportunity to earn credit by examination if they meet the criteria.
 - b. We have no newcomers currently, but if we did, we would begin our instructional plan by programming the student in as many team-teaching settings as possible, to ensure that one adult will always be able to provide instructional and emotional/social support. The student would also be programmed for extra sessions with our reading specialist Caroline Benjamin so that he/she would be able to quickly acquire the necessary English-language reading skills to be successful in school.
 - c. Our ESL team seeks to provide appropriate transitional support for ELLs who have been receiving service for more than 4 years, by ensuring that students have access to native language materials (like dictionaries and readers) to foster greater independence. We also attempt to program those students with teachers who have experience working with ELLs in their classrooms. Within the ESL classes, long-term ELLs are given different materials and assignments that will help foster independent growth and progress.
 - d. Our ESL team seeks to provide appropriate transitional support for ELLs who have been receiving service for more than 7 years, by ensuring that students have access to native language materials (like dictionaries and readers) to foster greater

Chart

independence. We also attempt to program those students with teachers who have experience working with ELLs in their classrooms. Within the ESL classes, long-term ELLs are given different materials and assignments that will help foster independent growth and progress.

e. Former ELLs receive appropriate testing accommodations and support by our ESL teacher for two years after exiting ELL status.

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.
Principal Miller will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal’s decision is to reverse the ELL status, she will consult with the superintendent or her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent’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?
Special Education teachers provide various graphic organizers and English language support materials to ensure that students with disabilities have access to academic content while accelerating English language development. Spanish speaking students have Spanish-English dictionaries and Chinese students, when possible, have Chinese-English dictionaries, though there are multiple Chinese dialects reflected in our Chinese speaking population. Students are given access to laptop computers.
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?
Our ELLs with special needs are encouraged to participate in the school’s pull-out Resource Room program or push-in Collaborative Team Teaching program. That way they can receive on-the-spot support for learning needs that may be connected to ESL issues.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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

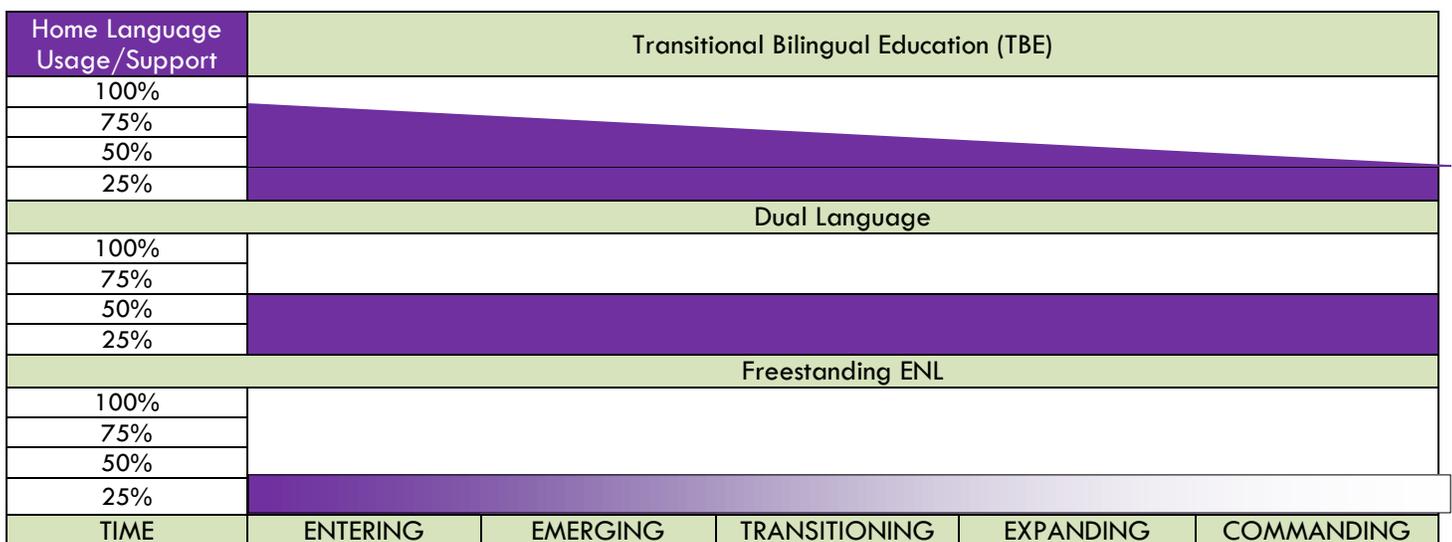


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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 principal has ensured that all teachers and guidance counselors at NYCMS have participated in high quality, literacy-focused professional development. This PD is ongoing and is based aligning each department with the new core standards. Examination of ideas found in New York State's "Core Six" document of teaching strategies for the Common Core Learning Standards, Danielson's Enhancing Professional Practice, Wiggins and McTighe's Understanding By Design, Fred Newmann's A Guide to Authentic Instruction and Assessment, Vygotsky's "Zone of Proximal Development," Bloom's Taxonomy, and other high quality pedagogic resources specific to ELLs have also been used. Further PD is scheduled to address literacy across the curriculum. The principal also conducts a daily Professional Development lunchtime group consisting of one member of each department, at which these teacher leaders are trained to lead their departments in all forms of professional development, including ELL-related PD. Teachers of ELLs have common planning time during departmental and grade level meetings, during which they can discuss and review approaches used for bringing ELLs closer to English proficiency. PD dates are every Monday from 2:40 - 4:00 and on full conference days (September 8, November 3, February 1, and June 9. Secretaries are given professional development as mandated by the NYCDOE and as necessary on an individual basis by the Assistant Principal. There is no Parent Coordinator at the school.
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?
Teachers of ELLs engaged in planning and demonstration lessons using the "Core Six" document, containing 6 strategies for teaching reading and writing in the Common Core.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff meet with guidance counselors, and the assistant principal directly monitors the teachers' progress with ELLs who are transitioning into high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Training sessions are held weekly, for 80-minute blocks on Mondays, and often during lunch periods. Teachers receive far more than the required number of hours, and specifically includes differentiation strategies for reading and writing, and building access to the Common Core State Standards for students with special needs and language issues. Records of these sessions are maintained through an archiving of professional development materials and sign-in sheets as records of individual teachers' attendance.

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?
There is a break-out session from our first PTA meeting for parents of ELLs to discuss the services their children will receive, and how ESL instruction will be supported in all subject areas. Interpreters are present for this meeting and all documents are translated into parents' languages.
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.
Parents receive back-packed letters, phone messages, and letters, all in their native languages, to ensure that they are aware of meetings and to encourage their attendance, or to give options for connecting with the school if they cannot attend.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents at the Museum School, including parents of ELLs, are involved in the school in various ways. The School Leadership Team has parent membership, and meets monthly to discuss important school-wide issues. There is an active Parent-Teacher Association that meets monthly, and recruits new parents regularly. At general monthly meetings, there is always a Spanish-speaking interpreter and sometimes a Chinese-speaking interpreter, to ensure that parents of ELLs can participate. At all Title I parent meetings there are Spanish- and Chinese-speaking interpreters.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The Hudson Guild Beacon program is a community based organization that resides in this school building, and offers a variety of adult education courses, including English language classes for parents of ELLs.
5. How do you evaluate the needs of the parents?
The needs of parents are evaluated yearly through analysis of home language surveys and informal school-generated surveys that are distributed each year and kept on file at the school. Parents regularly report that they need the availability of interpreters in Spanish, Chinese, and Arabic, to a lesser extent. They also request that materials be distributed in multiple languages, which they are.
6. How do your parental involvement activities address the needs of the parents?
Parents also participate in our weekly museum-based program, by serving as chaperones. They are invited to sit on multiple committees in the school, including fundraising committees, hiring committees, and other ad hoc committees that the school deems necessary. Parents are invited to attend parent-teacher conferences four times a year. Parents receive these invitations and phone calls in multiple languages, and interpreters are made available at these functions.

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.

Part VI: LAP Assurances

School Name: <u>NYC Museum School</u>		School DBN: <u>02M414</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)
D. H. Miller	Principal		10/5/15
Joel Lowy	Assistant Principal		10/5/15
	Parent Coordinator		
Marie Claire Chaudoir	ENL/Bilingual Teacher		10/5/15
Flora Parsons	Parent		10/5/15
Sujay Sood/English	Teacher/Subject Area		10/5/15
	Teacher/Subject Area		
	Coach		
	Coach		
Jennifer Offerman	School Counselor		10/5/15
	Superintendent		
	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M414 **School Name: NYC Museum School**
Superintendent: Marisol Bradbur

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.learn DOE.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.

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

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

The school has two major language needs: Spanish and Cantonese. Other languages include Mandarin, Amoy, Russian, Hindi, Bengali, Polish, Arabic.

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.)

Welcome Letter
Travel Permission Slip
Semi-annual letter from principal
Parent-Teacher Conference announcements

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.

September 30
November 19
November 20
March 10
March 11
May 10
Periodic individual meetings with parents, as deemed necessary by guidance counselor or other administration.

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.

The school will submit documents for translation to the Translation & Interpretation Unit and use in-house staff to translate when possible (in Spanish and French.)

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.

The school hires interpreters through The Big Word, and uses over-the-phone translation services whenever necessary.

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.)

Teaching staff receive instructions on how to use the over-the-phone interpretation services in a September staff meeting, and office staff receive training on how to use the language palm cards in order to identify the languages spoken, so that the over-the-phone translation service can be used effectively.

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

Parental notifications are sent home by mail, and signs in 8 languages are posted in the general office, room 222. When calling the school, Spanish-speaking parents are redirected to extension 2225 where a Spanish speaking staff member (Joel Lowy) will assist.

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)

Annually the PTA asks parents to complete a survey, in addition to the NYC School Survey that all families complete in the spring. In the surveys, parents can give feedback about the quality and availability of services.