2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 06M314
School Name: MUSCOTA
Principal: CAMILLE WALLIN
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>MuscotaNew School</th>
<th>School Number (DBN):</th>
<th>06M314</th>
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</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>K-5</td>
<td></td>
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</tr>
<tr>
<td>Grades Served:</td>
<td>4862 Broadway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>4862 Broadway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-544-0614</td>
<td>Fax: 212-544-2678</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Camille Wallin</td>
<td>Email Address:</td>
<td><a href="mailto:cwallin@schools.nyc.gov">cwallin@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Camille Wallin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Erin Ormond</td>
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<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td>Kara Rempe</td>
<td></td>
<td></td>
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<tr>
<td>SLT Chairperson:</td>
<td>Sarah Butler</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>NA</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>06</th>
<th>Superintendent:</th>
<th>Manuel Ramirez</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4360 Broadway</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td><a href="mailto:mramire@schools.nyc.gov">mramire@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>917-521-3757</td>
<td>Fax: 917-521-3797</td>
<td></td>
</tr>
</tbody>
</table>
Field Support Center (FSC)

FSC: Manhattan  Executive Director: YuetChu

Executive Director’s Office Address: 333 7th Avenue NYCNY 10001

Executive Director’s Email Address: ychu@schools.nyc.gov

Phone Number: 646-470-0721  Fax: 212-356-7564
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camille Wallin</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Erin Ormond</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Karah Rempe</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lailany Rodriguez</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Sarah Butler</td>
<td>Member/ UFT/ co Chair</td>
<td></td>
</tr>
<tr>
<td>Amy Ward</td>
<td>Member/ UFT</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Shanny Moreno</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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</tr>
<tr>
<td>Carolyn Herrera</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Anna Philip</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Michael Middleton</td>
<td>Member/ co chair Parent</td>
<td></td>
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<tr>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

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

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th></th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Who We Are</strong></td>
<td>The Muscota New School is a small, progressive, K-5 school where a safe, nurturing environment serves as the background for a rich academic program based on the core principles of progressive pedagogy. A caring staff of diverse, committed educators dedicated to progressive educational practices helps students reflect, develop</td>
</tr>
</tbody>
</table>
understandings, make connections and become active participants in their own learning through project-based learning. Students learn from each other as they question, observe, collaborate, discuss and share.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

As part of our commitment to progressive pedagogy, the Muscota community fosters respect for independent and critical thinking, social action and an ever-expanding curiosity about the world and its people. We believe education is a joint venture among students, parents and teachers. At Muscota, because creative expression is central to progressive education, we understand the critical role the arts play in the development of the whole child. Therefore, music, visual art, dance and drama are an integral part of everyday life.

At Muscota New School, fostering a diverse school community has been a core value since our founding. As a school of choice, we are committed to making sure that our school reflects the District 6 community, and not just parents who seek the alternative, progressive, option.

To this end, we are participating in the DOE diversity admission pilot to increase the diversity of families in our incoming kindergarten class. In the coming 2018/19 school year, students eligible for free or reduced price lunch and students in temporary housing will receive priority for 30 percent of 2018-2019 K seats. We consider this to be only the first step of shifting our admissions and are actively planning to enhance this pool and consider other options by which we can better meet the needs of our district in the next 2-3 years.

Muscota currently has an active Diversity, Equity and Inclusion Committee, comprised of parents and school leadership. The committee has tasked itself with engaging more families in this work as a central part of our learning community; making space for families of color within Muscota’s PA and other parent leadership spaces; discussing needs around curriculum, student experience, and pedagogy; supporting school efforts to diversify admissions and teaching staff; and setting goals over the next 1-3 change to enact change at Muscota.

Muscota has a teacher team charged with analyzing schoolwide data through an equity lens and developing a long-term PD plan that is based on the data analysis to increase equitable outcomes. We are a Showcase School for our work around social and emotional learning, and are building on this foundation to

Muscota is a NYC Showcase School for our work around social and emotional learning. We are building on this work to strengthen our culturally responsive teaching practices and pedagogy. Muscota staff is engaging in implicit bias training, and using the social justice learning standards to identify gaps in curriculum. The standards provide a common language and an organizational structure to guide our curriculum revision. Within this daily structure, some units are being strengthened along the way, some units need additional resources and materials, and some units will be revised entirely.. Some of the resources for revision and strengthening our units are Teaching Tolerance, Rethinking Schools, Facing History, NYC Teach, Teaching for Change, and other DEI-focused organizations.

Through surveys provided to families and students, we as a school determined that many of our students were less likely to identify internal beliefs, such as students believing they can have an impact on their own learning. Instead, these students were more likely to attribute success to luck or other unknown variables and did not identify the the real causes of their academic success, such as learning, effort and studying. In the past year we were able to implement many student designed projects and allowed for more choice, however, we did not have the systems and structures in our school to help student engage in self-reflection and ownership of these projects during conferences.
While our school has always held family conferences, many parents have identified that they have felt unprepared or uninformed to participate in these conferences. They were not sure how they should use exams and projects from school to help support their child at home. Our parent community has identified a need to provide more resources and tools to help engage them during conferences.

Overall, we would like to:

- Encourage students to take responsibility and ownership for their learning by involving them in the goal-setting and assessment process.
- Engage families in richer, more transparent conversations about student progress.

3. Describe any special student populations and what their specific needs are.

Muscota New School has 18% of its students with special needs. Although the needs vary, many students have sensory integration issues and present on the autism spectrum.

Muscota has 8% students who are learning English as a new language. Although the majority of students' first language is Spanish, we have ENL students who speak Russian, Hebrew, and Chinese.

Strategies and Interventions for English as a New Language Learners and Students with Disabilities:

- Support charts with question prompts
- Small group instruction
- Support charts with conversation tools and habits
- Push in RTI
- UDL (Universal Design for Learning) strategies
- Academic Intervention Service team will support high need subgroups by using research-based programs, such as Fundations, Leveled Literacy Intervention and Go Math! Intervention, to target instructional needs.

- The administration supports intervention by developing schedules, providing professional development, and leading conversations that address students with disabilities, English-language learners, and students at risk.

4. Identify 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.

Supportive Environment

Through our Responsive Classroom curriculum, we create safe, joyful and challenging learning environments where all students feel valued and respected. Our students work collaboratively and feel comfortable taking academic risks. Children spend two years with the same teacher for kindergarten and first grade. In second grade they transition with a teacher for a single year solidifying the early language, literacy, and math skills needed to transition to the middle childhood grades while engaging in rich, thematic project-based learning that integrates science and social studies. In the middle childhood grades, students spend third and fourth grade with one teacher. Finally, as Muscota students prepare for middle school, they spend their last year with a fifth grade teacher. Class loops (k/1 and 3/4) provide a unique experience for both the children and the teachers. The children have the continuity of the teacher, the classmates and the learning environment. For the teachers, the two-year loop enables a deep and careful approach to the curriculum and content areas. With the time to get to know each student, the teacher has a solid grasp of how each student learns and how to best help each child make the most growth and progress. During the second and fifth
grade years, students and teachers work collaboratively with families to target specific strengths and weaknesses in order to set goals for mastery to allow a successful transition into the middle grades and later, to middle school.

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

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

**Rigorous Instruction**

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

Muscota partners with CUNY to provide students with extended learning time and additional learning opportunities. CUNY provides homework support, physical activity and opportunities for socialization.

**Challenges**

Muscota New School occupies one and a half floors of the Haywood Burns Building. We share our space with Amistad Dual Language School. Sharing facilities including the gym, cafeteria, library, school yard and auditorium can require creative problem solving as we fulfill our program under operational constraints. Much time is required for both schools to navigate the planning of events and activities throughout the building. Additionally, with every part of our portion of the building utilized to the maximum usage, finding break-out space for small groups to work is a particular challenge. Since the use of space dictates the schedule and our priority is to ensure that all students receive a robust arts education and physical education, grade level teachers do not share common preps.

**Key Area of Focus:**

- Implementing structures for inter visitations and reciprocal peer mentoring that supports teacher collaboration and equitable outcomes.
- Building consistent practices that continually allow students to own their own learning including student led conferences, student self assessment strategies and peer assessment techniques.
- Engage families in richer, more transparent conversations about student progress.
### School Demographics and Accountability Snapshot for 06M314

**Grade Configuration (2018-19)**
- 0K, 01, 02, 03, 04, 05

**Total Enrollment (2017-18)**
- 292

**SIG Recipient (Y/N)**
- No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**
- # Special Classes (ELA): N/A
- # SETSS (ELA): 21
- # Integrated Collaborative Teaching (ELA): 8
- # Special Classes (Math): N/A
- # SETSS (Math): 21
- # Integrated Collaborative Teaching (Math): 9

**Types and Number of Special Classes (2018-19)**
- # Visual Arts: N/A
- # Music: N/A
- # Foreign Language: N/A
- # Dance: N/A
- # Drama: N/A
- # CTE: N/A

**School Configuration (2017-18)**
- % Title I Population: 25.0%
- % Attendance Rate: 96.8%
- % Free Lunch: 22.5%
- % Reduced Lunch: 2.1%
- % Limited English Proficient: 6.2%
- % Students with Disabilities: 15.1%

**Racial/Ethnic Origin (2017-18)**
- % American Indian or Alaska Native: 0.0%
- % Black or African American: 2.1%
- % Hispanic or Latino: 43.5%
- % Asian or Native Hawaiian/Pacific Islander: 4.5%
- % White: 42.8%
- % Multi-Racial: 7.2%

**Years Principal Assigned to School (2018-19)**
- 8.2

**% of Teachers with No Valid Teaching Certificate (2014-15)**
- 0%

**% Teaching Out of Certification (2014-15)**
- 0%

**% Teaching with Fewer Than 3 Years of Experience (2014-15)**
- 10%

**Average Teacher Absences (2014-15)**
- 4.3

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: 78.5%
- Mathematics Performance at levels 3 & 4: 75.8%
- Science Performance at levels 3 & 4: 93%
- Science Performance at levels 3 & 4 (4th Grade): N/A

**Student Performance for High Schools (2018-19)**
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**
- Met Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

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**High School**

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<tr>
<th>Group</th>
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<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
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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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths: Rigorous instruction

- At Muscota New School curriculum is organized into four interdisciplinary units of study that emphasize authentic learning experiences and that engage students in 21st-century skills. In each project, our students go beyond the textbook to study complex topics based on real-world issues, such as exploring the creation of civilizations to recreating the Amazon Rainforest, analyzing information from multiple sources, including the Internet and interviews with experts. Students utilize original documents and data, mastering principles covered in traditional courses but learning them in more meaningful ways. Working together on project teams and guided by trained teachers, students learn the skills of collaborating, managing emotions, and resolving conflicts in groups. Each member of the team is responsible for learning the subject matter as well as helping their peers to learn.

- During these projects students are able to solve highly complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). With this combination of skills, students become directors and managers of their learning process, guided and mentored by a skilled teacher.

- More than 25% of SWD and ENL perform at levels 3 and 4 on state assessments.
- Area of celebration on the QR is 3.4 establishing a culture for learning that communicates high expectations to staff, students and families and provides supports to achieve those expectations.

Priority:

- Throughout the school day we are having our students direct their learning process, however, students are not an active part of the assessment or reflection process. At times, students are not always clear on their individual goals and next steps they need to take in order to improve their work.
- We have high expectations for academic rigor in our school. We have implemented school-wide structures in order to promote opportunities and supports for students to engage in student led projects. Our faculty has been able to engage students in projects but have identified the need to ensure there are more opportunities for students to explain their learning.
• We have identified the need to implement more systems and structures in our school for students to take accountability over their own learning.

• As a school we have been able to review our assessments and implement standards based assessments, but we were looking for ways to report student growth and development on a higher level. When we moved to consistent standardized based instruction conferences were sometimes guided by test scores or reading assessment. By implementing portfolios in which students gather, share, and reflect on their work with parents and teachers, and by implementing student-led conferences where students are the center of the communication between teachers and parents.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, 100% of students will set goals and monitor their mastery of CCLS through self-assessment as evidenced by 80% of students reaching grade level benchmarks on TC writing rubric.
### 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:

- Evidence-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).

<table>
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<tr>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<td>Sept. 2018-June 2019</td>
<td>Teachers, Coaches, Students, and Administration</td>
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</table>

- **Teachers will improve the rigor of student discussions by engaging in professional learning communities to explore how they can successfully implement self-assessment and student led conferences.**
  - How do we build, design, and develop structures to support student self-assessment?
  - How do we manage a classroom that promotes deeper learning and understanding of steps to master standards?
  - How do we assess the effectiveness of student self-assessment?

- **In order to support the professional learning communities, the administration will purchase research-based professional texts that explore strategies to teach assessment.**

- **The administration will schedule common planning time so teachers can use data to identifying learning goals and develop strategies to help students understand the next steps for achieving these goals.**

- **Based on research-based strategies, Teachers will provide explicit instruction to students on how to regularly use achievement data from projects to monitor their own performance and establish learning goals. Based on the students’ data analysis teachers can identify factors that may motivate student performance and then adjust their instruction to better meet students’ needs in order to increase student to student discussion.**

- **Our teachers will work in teams to establish exactly what data was essential to track and review with students.**

- **Teachers and administration will work together to develop a school-wide routine for family conferences.**

- **Teachers will work directly with students in grades K-5 to develop data tracking systems.**
- Administration will work with the Parent Leadership Team to develop several parent and family engagement opportunities for the school year.
- The Administration will support by helping to develop an organizational plan for conferences.
- Students will complete goal sheets and gather information in their portfolio.

**Strategies and Interventions for English as a New Language Learners and Students with Disabilities:**

- Support charts with question prompts
- Small group instruction
- Support charts with conversation tools and habits
- Push in RTI
- UDL (Universal Design for Learning) strategies
- Academic Intervention Service team will support high need subgroups by using research-based programs, such as DRA System for Leveled Literacy Intervention and Go Math! Intervention, to target instructional needs.
- The administration will support intervention by developing schedules, providing professional development, and leading conversations that address students with disabilities, English-language learners, and students at-risk.

**Supporting Families:**

- Teachers will report monthly newsletters about the progress of the projects to families and suggest strategies families can use at home to support their child’s learning.
- Teachers will send home teachers college rubrics to help families become aware of the assessment criteria.
- Parent will participate in workshops to become more aware of how the rubrics are used in instruction.
- Curriculum information on classroom websites
- Parents will support their children in providing time for 30 minutes of reading per day and time to work on the projects.
- Parents will complete home reflection using the TC rubrics.
- Students will practice strategies to self-monitor, question, and reflect at home with projects in order to increase discussions with family members about what they are learning at school.
Parents will attend culminating activities where students are presenting projects. Parents will serve as panellists and jurors in mock trials.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Before the conference, parents:
- Administration will conduct family workshops on the Teacher College Rubrics and how they are standard aligned.
- Teachers will submit parent data to families before the conference to support each families development of the goal setting.

Families will:
- Encourage their child’s involvement in the learning process.
- Familiarize themselves with the conference process.
- Support their child’s review of learning goals for the student-led conference.
- Prepare a list of questions for discussion.

During the conference, parents:
- Provide encouragement, praise, and reinforcement.
- Assist their child in identifying strengths and learning goals.
- Work with their child and teachers to determine the next steps for learning.
- Agree on the date of the next conference to address progress or concerns.

After the conference, parents:
- Participate in the conference evaluation.
- Discuss the long-term value of their child’s engagement in learning.
- Continue to review new goals and the next steps for learning with their child.

Teachers will provide goals and information to students to include in their student data folders.

Part 4 – Budget and Resource Alignment

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

- 80 minute cohort meetings and teacher led observation schedule
- Danielson Framework for Teaching/Teacher observations
- Universal Literacy Coach
- Parent volunteers and partnerships with outside organizations.
- Model Teacher Program
- Per session for student led conference organization and parent workshops
- Per diem applied for inter-visitations
- The Framework for Teaching rubrics
- Advance MOTP data, Quality Review Indicators
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<td>Other</td>
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Part 5 – Progress Monitoring

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

By March 2019, 100% of students will set goals and monitor their mastery of CCLS through self-assessment with the Teachers College Rubrics as evidenced by 50% of students meeting grade level standards.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Student Portfolios

Teacher College's Reading and Writing Rubrics

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

**Strengths:**

As we begin to support our students towards acquiring 21st century skills, at Muscot a we have acknowledged the need for skilled teachers who are able to address academic and social concerns of their students. Throughout our school, teachers implement responsive classroom pedagogy in order to create a safe school community. It is through this program that our students have been able to develop self-control, begin to understand what socially responsible behavior is, and come to value such behavior. At Muscot a we apply educational research that explores culturally responsive and relevant teaching, developing a shared understanding that young children learn best in an interactive, relational mode rather than through an education model that focuses on rote instruction. Integration of current brain research into teaching strategies supports positive learning outcomes for all children, where children’s strengths are nurtured and used to connect them to new knowledge, and their culture and home languages are recognized as essential elements of learning.

Our school was selected by Showcase schools in order to serve as a model for other schools throughout New York city. According to the 2016-2017 School Quality Snapshot, 96% of parents feel that the principal works to create a sense of community in the school. 100% of teachers say that students are safe in the building. 100% of teachers say that adults at the school teach students how to advocate for themselves. 100% of teachers say that students feel it is important to come to school every day. On the 2016-17 Quality Review, our school received a well developed on component 1.4, maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

**Priority:**

According to the 2016-2017 Quality Review, it was identified that most teachers do not provide specific feedback to challenge our most advanced learner as indicated MOTP component 3d. Our classrooms have a safe environment that engages all students, but we still need to improve the quality of our feedback. Our school needs to use our feedback structures to lift students to high levels of content mastery, provoke critical thinking and deep analysis, and coach students into becoming strong readers and writers.

In reviewing our school-wide routines and structures for student feedback, teachers have identified the work of providing detailed, constructive and individual feedback to students on their first assignment, so that they could revise and improve their work for the second assignment, created a large gap in time for students. Whilst the provision of extensive feedback this past year has been pivotal to the students’ learning and improvement in skills, and the importance of the feedback was acknowledged by the students, it became increasingly challenging for the
teachers to sustain this workload, and have students continue to effectively improve their work. As a result, students had difficulty implementing feedback until the next conference with their teacher.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of students will provide timely and specific peer feedback as evidenced by 75% of students reaching grade level benchmarks on two interdisciplinary projects.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
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<tr>
<td><strong>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).</strong></td>
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<tr>
<td><strong>Target Group(s)</strong></td>
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<tr>
<td>Who will be targeted?</td>
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<tr>
<td>All students, teachers, and administration</td>
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- Students themselves ensure that all voices are heard in the discussion.
- Administration will provide resources on how to support conflict resolution in the classroom.
- Teachers will work on developing responsive feedback activities to support students in providing feedback.
- Administration will develop a student Conflict Resolution Committee.
- Teachers will implement lessons in their unit maps that help students understand how to use rubrics and checklists in order to provide specific feedback.
- Teachers will work in collaborative teams to develop systems for students providing timely and specific feedback.
- Teachers will implement lessons that help students develop positive feedback language to create a safe environment to deliver feedback.
- Teachers will create a positive learning community by using positive teacher language to communicate high expectations and build confidence in students and model ways to implement feedback.
- Teachers will model for students how to use reading and math data to establish clear goals that will drive feedback to students.
- Teachers will analyze data and work products in grade teams in order to evaluate the effectiveness of feedback for students between conferences.
- Teachers will provide systems and structures for students to reflect on feedback from rubric and set goals.

Strategies and Interventions for English as a New Language Learners and Students with Disabilities:

- Academic Intervention Service team will continue to support high-need subgroups by providing one-to-one conferences to support student’s understanding of providing feedback.

<table>
<thead>
<tr>
<th>Strategies and Interventions for English as a New Language Learners and Students with Disabilities:</th>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
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<tbody>
<tr>
<td>Academic Intervention Service team will continue to support high-need subgroups by providing one-to-one conferences to support student’s understanding of providing feedback.</td>
<td>All students, teachers, and administration</td>
<td>Sept. 2018-June 2019</td>
<td>Coaches, teachers, and administration</td>
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</table>
• Academic support teams and teachers will adjust due dates for students in order to ensure students are provided more time to implement feedback.
• All teachers will model respectful feedback with students by continuing to use positive language.

All teachers will provide methods of providing feedback in multiple languages.

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• Students will practice their respectful talk and questioning skills to engage in conversations with their families as a means of providing feedback.
• The administration will provide families with strategies and workshops to encourage the social development of each student as a means of helping students to have the skills and confidence needed to provide peers with feedback.
• Parents will incorporate strategies, such as the power of positive language, to support students’ social and emotional growth
• Curriculum information on classroom websites.
• Monthly meetings with the administration (coffee with the principal).
• Parent will participate in positive language workshops in order to provide feedback to students at home.
• Muscota staff will provide families with student goals and feedback as a means to assist families with helping their child implement feedback

• Administration will support the instruction of high needs subgroups by promoting data-driven flexible groupings, with scheduled intervention blocks, based on formative assessments in order for teachers to have the tools and time needed to support students with providing feedback.
• Administrators will support teachers to learn from one another by supporting the scheduling of teacher-led inter-visitations with a focus on improving student to student feedback.

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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Supporting Families:
• Students will practice their respectful talk and questioning skills to engage in conversations with their families as a means of providing feedback.
• The administration will provide families with strategies and workshops to encourage the social development of each student as a means of helping students to have the skills and confidence needed to provide peers with feedback.
• Parents will incorporate strategies, such as the power of positive language, to support students’ social and emotional growth
• Curriculum information on classroom websites.
• Monthly meetings with the administration (coffee with the principal).
• Parent will participate in positive language workshops in order to provide feedback to students at home.
• Muscot staff will provide families with student goals and feedback as a means to assist families with helping their child implement feedback

Engaging Families:

• Curriculum night events
• Family conferences
• Student-led presentations and culminating events
• Workshops

Responsible parties include: Administration, Teachers, Students, Parent Association, Parent Leaders, Outside community organizations.

Part 4 – Budget and Resource Alignment

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

- 80-minute cohort meetings and teacher-led observation schedule
- Danielson Framework for Teaching/Teacher observations
- Universal Literacy Coach
- Parent volunteers and partnerships with outside organizations
- Model Teacher Program
- The Framework for Teaching
- Advance MOTP data, Quality Review Indicators
- Teachers College Reading and Writing Units of study
- TC Assessment Pro, leveled libraries
- Go Math Rubrics

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

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Part 5 – Progress Monitoring

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

By February 2019, all Muscot New School students will participate in student-to-student collaboration by providing timely and specific peer feedback on one interdisciplinary project, to increase students’ ability to articulate goals, strengths and weaknesses.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Muscota New School K-5 Common Core Aligned Project Rubrics.

| Part 5c. In **February 2019**, 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

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<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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**Strengths**

94% of teachers say they have opportunities to work productively with colleagues in their school.

100% of teachers say that they work together to design instructional programs. 100% of teachers say that they feel responsible that all students learn. The Quality Review indicated that teachers meet regularly using student work protocols to inform instruction and shift practice. 96% gave positive responses on the school environment survey for Collaborative teachers.

Monday professional development time is devoted to continuous collaborative planning among general, special education and service provider to ensure we are appropriately meeting the unique needs and varying abilities of our students with special needs. Teachers have structures in place to norm and use student work protocols.

**Priorities:**

During our professional development cycle, used the book *Leaders of their Own Learning* in order to better understand the student led conferences and student self-assessment in the classroom. Teachers had a number of opportunities for professional development in a formal setting frequently throughout the calendar year to understand self-assessment, but teachers identified that they wanted to have more opportunities to view how self-assessment was implemented throughout the school. In order to help ensure that practices around self-assessment and student led conferences are consistent, teachers would like to spend more time visiting colleagues to improve on our implementation of self-assessment.

Part 2 – Annual Goal

<table>
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<tr>
<th>Indicate your school’s 2018-19 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.</th>
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<tr>
<td>By June 2019, 100% of teachers will participate in 3 cycles of inter-visitations, as evidenced by peer feedback and student self-assessment techniques recorded in 2 ADVANCE observations.</td>
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</table>
### 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:

- Evidence-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).

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- All teachers participate in a professional learning community (k-2, 3--5 and intervention) that meets bi-monthly.
- The Professional Learning Community engages in 2 inquiry cycles using student work protocols and teacher practice protocols.
- Administrators allocate time for teachers to visit classrooms.
- Model Teacher and teachers identified as highly effective share their practice through inter-visitation and discussion.
- Teacher-led professional development with a focus on helping students identifying the skills or specific knowledge about their performance, comparative to an established range of standards.
- Teacher-led professional development with a focus on how to help students use rubrics in order to provide feedback.
- Teachers will explore different instructional strategies to help students understand what they are doing correctly and incorrectly, and be able to identify their own next steps. environment.
- Teacher-led professional development with a focus on analyzing students.
- Teacher-led professional development using the lesson study model.
- Common planning time will be scheduled so teachers can develop lessons with formative assessments. The formative assessments will act as regular ‘check-ins’ in order to allow teachers to conference with students.
- Resources and professional books will be purchased for staff to use on how to support student self-assessment.
- Teachers will participate in DOE Teacher Leadership Training.
- Parents will attend literacy/math workshops, workshops, and meetings outlining thematic, project-based learning tasks.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will engage families through:

- Curriculum night events
- Family conferences
- Student led presentations and culminating events
- Workshops

Responsible parties include: Administration, Teachers, Students, PA, Parent Leaders, Outside Community Organizations.

Part 4 – Budget and Resource Alignment

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

- 80-minute cohort meetings and teacher-led observation schedule
- Danielson Framework for Teaching/Teacher observations
- Model Teachers Program
- Advance MOTP data, Quality Review Indicators
- Per session for curriculum mapping and lesson planning
- Per diem applied for inter-visitations
- Teachers College Writing Units of Study
- Wilson Fundations kits
- Leveled reading libraries
- Go Math Critical Area Projects
- Technology: Smart Boards, document cameras
- K-5 Teachers, ENL Teachers, Paraprofessionals, RTI/AIS teacher, SETSS teacher, speech teacher, administrators

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

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

By December 2018, all PS 314 teachers will have the opportunity to participate in at least 1 cycle of inter-visitation, focused on best practices around student self-assessment and peer feedback.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

<table>
<thead>
<tr>
<th>Inter-visitiation forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data from observations.</td>
</tr>
</tbody>
</table>

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders provide teachers with effective feedback connected to FfT Administration has a strong vision that is owned by all members of the school community. 100% of teachers believe the principal understands how children learn. 95% of the population surveyed responded positively that there is effective school leadership, which is above the city and district levels. 94% of teachers say that the</td>
</tr>
</tbody>
</table>
principal communicates a clear vision for the school. 94% of teachers say that curriculum and instruction are well coordinated across different grade levels. 96% of parents feel that the principal works to create a sense of community in the school.

**Priorities:**

In reviewing school-wide data, we noticed that 25% of teachers received highly-effective on 3D: Using Assessment to drive instruction. As a school we believe it is important for students to think critically, to analyze, and to make inferences. Changes in the skills base and knowledge our students
need require new learning goals; these new learning goals change the relationship between assessment and instruction. After reading observation data, we noticed that Teachers need to take an active role in helping students understand purpose of assessments they are receiving and the content that is being assessed.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 all MNS teachers will receive feedback four times a year on student self-assessment techniques by the Principal, Assistant Principal and/or colleagues using the Framework for Teacher Practice Component 3d as measured by at least 35% of teachers achieving a highly effective rating on assessment in instruction.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, teachers and administration</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Teachers, and Coaches</td>
</tr>
</tbody>
</table>

- Administration will observe for and provide feedback on how effectively students are using meta-cognitive strategies to monitor and regulate their learning.
- Administration will observe for and provide feedback on how teacher teachers use the responsive classroom strategies to support a culture of learning where students are motivated to apply new thinking strategies, receive help from peers, and support other learners.
- Administrators will support teachers to learn from one another by scheduling teacher-led inter-visitations with a focus on student self assessment.
- Administration will support teachers with self-assessment by providing research-based books and articles.
- Teachers will visit schools in the district to observe best practices in student self-assessment and student led conferences.
- Administration will provide additional resources to promote resources to promote peer feedback and student self reflection.

3b – Parent and Family Engagement

We will engage families through:

- Curriculum night events
- Family conferences
- Student led presentations and culminating events
- Workshops
Responsible Parties: administration, teachers, students PA, parent leaders, outside community organizations.

Part 4 – Budget and Resource Alignment

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

- 80-minute cohort meetings and teacher-led observation schedule
- Danielson Framework for Teaching/Teacher observations
- Literacy Coach, TDEC and Office of Teacher Effectiveness Trainers
- Model Teacher Program
- Per session for curriculum mapping and lesson planning
- Per diem applied for inter-visitations
- The Framework for Teaching rubrics
- Advance MOTP data, Quality Review Indicators
- Teachers College Writing Units of Study
- TC Assessments Pro leveled libraries
- GoMath Critical Area Projects
- Technology: Smart Boards, document projectors
- Wilson Fundations kits
- K-5 teachers, ENL teachers, paraprofessionals, RTI/AIS teacher, SETSS teacher, speech teachers, administration

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By January 2019 all MNS teachers will receive feedback two times on student self-assessment techniques by the Principal, Assistant Principal and/or colleagues using the Framework for Teacher Practice Component 3d.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Danielson Framework for Teaching

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on parent feedback, we have identified that a need is to provide parents with practical tools, workshops, and training incorporates strategies and resources conducive to helping them support their children’s academic growth on the Common Core State Standards and prepare for family conferences. Educators have traditionally viewed parent-teacher conferences in one of two ways: sporadic opportunities to involve parents in their child’s learning or dreary formalities required when a child’s behavior or performance has been less than satisfactory.

Family conferences are an integral portion of our school model, so it is pivotal that parents’ are able to participate in a way that allows all parties to actively reflect on their child’s academic performance. Collaboration between parents, teachers, and the student is critical, and leads to a student’s success in the classroom. Parents have expressed that they would like to hear more about a students’ individual characteristics, such as learning style, strengths, interests. Teachers have also expressed a desire to work on a plan for students that will involve ongoing collaboration among all three parties. There is a need for workshops and additional structures to help create a meaningful conferences for all three parties.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

• By June 2019, 80% of MNS families will participate in a student-led conference as measured by completed goal sheets with input by students, teachers, and families.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 students and families</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, families, and administration, parent coordinator</td>
</tr>
</tbody>
</table>

- Prepare curriculum events that will help parents prepare for the conference.
- The community will take action to ensure equity.
- The events need to have clear goals at family events, so it should be organized so parents can learn how to engage in the curriculum.
- Parent workshops to share what parents do related to the content.
- Set up time for families to share the finished work before the family conference.
- Train class parents on how to communicate the urgency of this information.
- Muscota New School will continue to communicate with families by holding parent workshops and providing at-home strategies to meet the Common Core Learning Standards.
- Teachers will provide parents with individual reading and math goals for students.
- Teacher Teams work collaboratively during Parent Engagement time to update class websites to include important events.
- The administration will continue to write Weekly newsletters where they communicate with parents on the school’s instructional focus with ways parents can be active participants in their child’s learning.
- The school website and Newsletters will be a tool used to share: Content and Skills learned in class, class celebrations of student work including 3 writing celebrations that families will be invited to throughout the school year and strategies for families to provide feedback.

### Strategies and Interventions for English as a New Language Learners and Students with Disabilities:

- All Teachers, Students, Families, and Administration
- Sept. 2018-June 2019
- Teachers, families, and administration
• ENL teacher will promote the use of language goals and provide families with clear communication on how to support their children in language acquisition by building on strategies used in school within the home environment.

• The administration will continue to provide multi-lingual translations of school documents to clearly communicate Muscota New School initiatives, policies, and special events.

• Information to families for supporting their children at home will include ways to help struggling students.

<table>
<thead>
<tr>
<th>Academic Support for Families</th>
<th>All Teachers, Students, Families, and Administration</th>
<th>Sept. 2018-June 2019</th>
<th>Teachers, families, and administration; PTA, Responsible Staff</th>
</tr>
</thead>
</table>

- Administration will offer Saturday Academy Classes to support students academic growth, and support student goals.

- Administration will offer workshops to support student led conferences.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We will engage families through:

- Curriculum Night Events
- Family Conferences
- Student-led Presentations and Culminating Events
- Workshops

Part 4 – Budget and Resource Alignment

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

- 80 minute cohort meetings and teacher led observation schedule
- Danielson Framework for Teaching/Teacher observations
- Literacy Coach, TDEC and Office of Teacher Effectiveness Trainers
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By December 2018, 80% of MNS families will complete goal sheets with input by students, teachers, and families.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Completed Goal Sheets at the end of family conferences.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>F&amp;P Diagnostic Reading Assessment and Progress Monitoring results falling below grade-level expectations; failure to meet grade level expectations in writing assessments according to rubrics.</td>
<td>Recipe for Reading; Wilson Fundations; Fountas and Pinnell; Words Their Way; Reciprocal Teaching; Patterned Way of Reading</td>
<td>Data-driven small groups; one-to-one; parallel teaching and rotation model during intervention period</td>
<td>During the school day; before school; Extended Day; At Risk ENL periods Saturday Academy</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Below grade-level assessment data for GO Math baseline, midline and end line assessments; math performance tasks and in-class assignments</td>
<td>Number Worlds; targeted small group instruction; STAMS intervention math program</td>
<td>Data-driven small groups; one-to-one; parallel teaching model and rotations during intervention period</td>
<td>During the school day; before school; Extended Day; At Risk ENL periods Saturday Academy</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Below grade level expectations for classroom assignments, culminating projects and presentations</td>
<td>Non-fiction science based reading and writing groups. Science inclusion in units of study, push-in support</td>
<td>Data-driven small groups; one-to-one; parallel teaching and rotation model during intervention period</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Below grade-level expectations on classroom assignments, culminating projects and presentations.</td>
<td>Non-fiction social studies based reading and writing groups; social studies inclusion in all ELA units of study</td>
<td>Data-driven small groups; one-to-one; parallel teaching and rotation model during intervention period</td>
<td>During the school day; At Risk ENL periods</td>
</tr>
<tr>
<td>Analysis of student work</td>
<td>At-risk services (e.g., provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
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<tr>
<td></td>
<td>Classroom lessons</td>
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<tr>
<td></td>
<td>Community Meetings</td>
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<tr>
<td></td>
<td>Peer Mediation</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Individual/small group at risk counseling</td>
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<tr>
<td></td>
<td>Banana Splits group</td>
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<td></td>
<td>Parent workshops</td>
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<td></td>
<td>Direct service in emotional and social skill instructional support; Direct service in conflict resolution; Indirect teacher support/instruction in social emotional classroom; differentiation; Speech/Language; communication and language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct services push in and pull out, indirect service (observations, teacher meetings, parent meetings, etc)</td>
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<tr>
<td></td>
<td>During the schools day; Weekly PPT meetings for indirect service with teachers and providers</td>
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</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>NA</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>0</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
- Counseling services
  - Access to before and after-school programs and summer programs with an educational focus
  - Parent Coordinator advocate for housing

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

1,800
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | X | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- Muscotia has a long history of welcoming student teachers from respected teaching colleges and universities to work closely and be mentored by our staff. These relationships have led to identifying strong candidates for new hires when positions become available.

- Hiring committees are formed when a vacancy occurs. Committees consist of administration, staff, and parents to ensure all facets of the school community are represented. Interviews are used to introduce the candidate to the school, our rigorous student expectations and our progressive values. Teaching demonstrations are scheduled for the committee to observe and recommendations for new hires are made by the group following a discussion of the candidates and what traits make each candidate a good match for our school.

- Teachers are provided with opportunities for meaningful professional development and training in their cohort and across grades and subject areas.

- Teachers visit each other’s classrooms to observe teaching methods, receive and provide peer constructive feedback, and improve instruction.

2b. High Quality and Ongoing Professional Development

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

Four of our teachers attended the Teacher Leadership Program through the Department of Education. They received specific training on facilitation skills. The teacher leaders consult with administration to develop a professional development plan and lead their cohort meetings. We go deep on a topic for a 6 week inquiry cycle. We end each cycle with implementing a new strategy, inter-visitations, feedback and reflection. There is time spent on looking at student work and adjusting instruction based on the data to ensure that we meet the needs of all students. At the beginning of each school year our first cycle of inquiry is always around Responsive Classroom, our social and emotional program. We spend the first six weeks creating classroom communities that are nurturing, supportive and collaborative where children feel safe to take academic risks.
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).

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Part 4: SWP Schools Only

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

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

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

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4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$67,273</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$2,136</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,435,536</td>
<td>x</td>
</tr>
</tbody>
</table>

2Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tr>
<td><strong>Parent Involvement Policy</strong></td>
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<tr>
<td>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. Muscota School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
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<td>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.</td>
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<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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<tr>
<td>Muscota New School will support parents and families of Title I students by:</td>
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<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
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</table>
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;

Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds Act (ESSA);
- 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;

**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

School-Parent Compact

Muscota New School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);
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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
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<tbody>
<tr>
<td>attend school regularly and arrive on time;</td>
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<tr>
<td>complete my homework and submit all assignments on time;</td>
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<tr>
<td>follow the school rules and be responsible for my actions;</td>
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<tr>
<td>show respect for myself, other people and property;</td>
</tr>
<tr>
<td>try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>always try my best to learn.</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 06</td>
<td>Borough Manhattan</td>
<td>The Muscota New School</td>
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B. Language Allocation Policy Team Composition

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

| Principal | Camille Wallin | Assistant Principal | Allison Maltz |
| Coach | Mary Flores Camacho | Coach type here | Hanin Awward |
| ENL (English as a New Language)/Bilingual Teacher | Christa M. Gesztesi -ENL Teach | School Counselor | Marilyn Salas/K-1 Teacher |
| Teacher/Subject Area | Lisa Brunner/Special Education | Parent | Maria Martinez |
| Teacher/Subject Area | Marilyn Salas/K-1 Teacher | Parent Coordinator | Denise Rodriguez |
| Related-Service Provider | Lisa Brunner/Special Education | Field Support Center Staff Member | Alice Cohen |
| Superintendent | Manuel Ramirez | Other (Name and Title) | Lailany Rodriguez - 3-4 Teacher |

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 not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 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 not currently teaching in the ENL program | 1 |
| 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) | 292 | Total number of ELLs | 18 | ELLs as share of total student population (%) | 6.16% |

**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☑ No ☒ If yes, indicate language(s):
- Dual language program (DL) Yes ☑ No ☒ If yes, indicate language(s):
- Freestanding ENL Yes ☑ No ☒

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>5</th>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

I. FORMATIVE/CURRICULUM-EMBEDDED ASSESSMENTS

1. The Fontas and Pinnell (F&P) Reading Record assessment for grades K-5.
2. **What structures do you have in place to support this effort?**
   
   **Structure 1:**
   The ENL Teacher assesses each ELL using the F&P Reading Record and the Fundations Phonics Assessment.
   
   **Structure 2:** The ENL Teacher and the Classroom Teacher meet to discuss the assessments and set instructional goals.
   
3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**
   
   1. K NYSITELL (Incoming K students)
   2. K-2 Math MOSL
   3. 3-5 ELA MOSL
   4. The ENL Listening & Speaking, and Language Tasks for the 3 Muscota Interdisciplinary Units of Study.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**
   
   **Structure 1:** The Muscota ENL Teacher meets with the Classroom Teacher to analyze the above Summative Assessments.
   
   **Structure 2:** The Muscota ENL Teacher and the Classroom Teacher identify instructional goals based on the New Language Arts Progressions.
   
   **Structure 3:** The Muscota ENL Teacher, the Classroom Teacher, the Special Education Teachers meet to identify which ELLs need Tier 2 or Tier 3 instruction.
   
   **Structure 4:** The Muscota New School Village Meetings, which include the classroom teacher, ENL teacher, student, parents/guardians, and Special Education teacher (as needed), will be held the 3rd and 4th weeks in September and in January to discuss progress on instructional goals, social-emotional goals, and family/home goals.

5. **How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]**
   
   The Muscota New School uses data to guide instruction for ELLs using the RTI Multi-tier Service Delivery Model:
   
   **STEP 1.** The ELLs’ classroom teacher, ENL teacher, and Special Education teacher (as needed) analyze the following data at the beginning of the year:
   
   - a. F&P Reading Record
   - b. Fundations Assessment
   - c. NYSITELL for incoming K students
   - d. NYSESLAT
   - e. K-2 Math MOSL
   - f. 3-5 ELA MOSL
   - g. ENL Subgroup (Newcomer, Developing, Long-Term, FELLs, SIFE)
   - h. L1 and L2 literacy
   - i. Bilingual educational evaluation, if the student has received intervention in Tier 1, 2, and 3.
   - j. Instructional goals and IEP Goals when applicable

   **STEP 2.** The Intervention Model is created using the following features:
   
   - a. size of instructional group
   - b. frequency and content of formative and summative assessment
   - c. duration of the intervention
   - d. frequency of instruction
   - e. teacher with qualifications that match the student's needs

   Our RTI Program consists of the following components according to each Tier:
   
   **TIER 1:** At the beginning of each school year, the ENL Team creates a schedule to insure our ELLs are receiving their required number of minutes according to CR Part 154.2. The ENL teacher works with the classroom teachers of all K-5 ELLs to insure 4 methods of scaffolded instruction within each of the 4 Common Core aligned interdisciplinary units of study. ELL scaffolds are insured as follows:
   
   1. Differentiated tasks and texts
   2. Researched-based SIOP Model strategies including:
      
      - building background
      - Ready Gen, Fontas & Pinnell, Focused Reading
      - FUNDATIONS strategies to develop vocabulary (language (grammar), phonics, and comprehension skills)
      - listening, and speaking objectives for each lesson
      - repetition, rephrasing, and teacher modified rate of instructional speech
      - wait time
      - realia, pictures, video, and audio
      - total physical response
      - graphic organizers for vocabulary development and content comprehension
      - sentence starters and discussion protocols for thinking, listening, speaking, reading, and writing
   
   3. Teacher-Student and Student-Student Communication (Danielson’s Domain 3a)
   
   - Goal sheets indicating the New Language Arts Language Progression objectives for that 8-week instructional cycle
   
   - Weekly teacher and peer conferences to gauge mastery and identify next steps by using checks for understanding corresponding to each goal
   
   - Daily self-reflection by using checks for understanding for students to identify what support they need from the teacher or their peers
   
   - Questioning and Discussion Techniques (Danielson’s Domain 3b)
   
   - Questions are based on the 4 levels of questioning according to the Depth of Knowledge continuum
   
   - Lessons include CCSS for Speaking and Listening aligned to student run discussion protocols including but not limited to: Text Structure
language prompts, Frayer Model vocabulary organizer (2-5) and word web (K-1), Thinking Maps and discussion protocols from the book, "Making Thinking Visible" (e.g. Concept Map, and Chart Chat).5. Village Meeting:---The student’s parents, the student, ENL teacher, classroom teacher, special education liaison, and other service providers share academic and social emotional goals, and identify family/home goals.TIER II: ELLs who are identified through our universal, school-wide assessment measure, Fontas and Pinnell, as being in the lowest scoring 15-20% of their grade receive Tier 2 instruction as follows:

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

OUTCOME ASSESSMENT DATA USED TO EVALUATE AND INFORM OUR ELL PROGRAM: 1. 2018 NYSITELL & NYSESLAT Listening, Speaking, Reading, and Writing scoresA. Kindergarten NYSITELL: 1 scored Commanding, 4 scored Expanding (Advanced), 3 scored Transitioning (Intermediate), and 1 scored Emerging (Low Intermediate).B. 1st Grade: 2 scored Commanding, 1 scored Expanding and 1 scored Emerging. Both students who did not score Commanding, scored low in Speaking and Writing, i.e. language production.C. 2nd Grade: 1 scored Expanding and 2 scored Transitioning. All students scored low in Writing.D. 3rd Grade: 3 scored Expanding with low scores in Writing, and 1 scored Emerging with low scores in Listening, Reading, and Writing.E. 4th Grade: 1 scored Commanding because he scored a Level 3 on the ELA and Expanding on the NYSESLAT. The other 4th Grade student scored Expanding with low scores in Listening and Writing. 2. 2018 ELA and Math (TO BE ADDED)A. ELA: one ELL scored a Level 3 and the other scored a Level 1. B. MATH: one ELL scored a Level 3 and the other scored a Level 2.PROGRAMMING DECISIONS:

TO BE ADDED - BASED ON NYESLAT AND NYSITELL LEVELS IN L, S, R, W
Based on the above data, Stand Alone ENL will only be provided for Beginning (NYSITELL), Entering and Emerging (NYSESLAT) students in grades K-2.

KINDERGARTEN-FIFTH GRADES: TRANSITIONING AND EXPANDING LEVELS
Provide Integrated ENL/ELA for grades K-5. All groups will contain mixed proficiency levels to provide language models and language practice for listening and speaking as well as reading and writing. However, we only have one ELL in 5th Grade. Since she is reading on the same level as 3 of the 5 fourth grade ELLs, she will be placed in their Integrated ENL group.

Instruction will focus on listening and speaking and vocabulary development. Students will be discussion and responding to literature orally and in writing. Students will develop their reading and writing skills to help them complete New Language Arts Progressions objectives for each of the 3 interdisciplinary units of study.

KINDERGARTEN - SECOND GRADES: ENTERING AND EMERGING LEVELS
Provide Stand Alone ENL/Math for Entering and Emerging Kindergarten, First and Second Grade ELLs. Students will develop listening and speaking and language skills while building Tier 3 math vocabulary. By focusing instruction on listening, speaking and language and vocabulary development, students will develop their computational and problem solving skills. The instructional focus will help students develop their thinking skills which will transfer to the listening, speaking, reading and writing skills needed for writing responses in ELA (narrative, informational and opinion) and in Math (word problems and short and extended response). Instruction will also help students meet the New Language Arts Progressions objectives while learning how to solve 1-2 step word problems to meet the CCSS Standards in Math for Operations and Algebraic Thinking.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Structure 1: At the end of the year, the Muscota ENL Team, (the Special Education liaison and teacher, bilingual education teacher, general education teacher, and the ENL teacher) meets to discuss the projected outcome assessments as well as the current formative and summative assessments of our ELLs. The team meets again at the beginning of the year to compare the projected and actual scores of the outcome assessments. Structure 2: At the end of the year, the ENL Team holds an end of the year meeting with the principal and AP to discuss the projected outcome assessments, formative assessments, and summative assessments. The ENL Team presents the proposal for programming, grouping, scheduling, and teacher co-planning time. Structure 3: At the beginning of the year, the ENL teacher meets with all teachers of ELLs to discuss the programming, grouping, scheduling, and teacher co-planning time.
**Part IV: ELL Programming**

**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.

      STANDALONE ENL:
      1a. Entering and Emerging ELLs receive 180 minutes (4 periods) of standalone ENL as follows:
      1b. Kindergarten, 1st and 2nd Grade ELLs travel to the Intervention/ENL classroom.
      1c. The students meet in 3-5 groups for 45 minutes, 4 periods per week.
      1d. Students are grouped based on their grade level, NYSITELL and NYSESLAT Listening and Speaking Levels.

      INTEGRATED ENL/ELA:
      2a. Entering, Emerging, Transitioning, and Expanding ELLs receive 180 minutes (4 periods) of integrated ENL as follows:
      2b. Kindergarten ELLs travel to one of the Kindergarten classrooms.
      2c. First Grade ELLs travel to one of the 1st Grade classrooms.
      2d. 2nd Grade ELLs travel to one of the 2nd Grade classrooms.
      2e. 3rd Grade ELLs travel to one of the 3rd Grade classrooms.
      2f. 4th and 5th Grade ELLs travel to the 4th Grade classroom.
      2g. Each group in 2b-2f meets for 45 minutes, 4 periods per week.
      2h. Students are group based on their grade level, NYSITELL and NYSESLAT Listening and Speaking Levels, NYS ELA and Math exam scores, and MOSL.

   b. TBE program. *If applicable.*

      The TBE program is not applicable because Muscota does not have 15 students who share a common home language across two contiguous grades.

   c. DL program. *If applicable.*

      The DL program is not applicable because Muscota does not have 50% of students who want to learn a new language and 50% of students whose families want their child educated in their home language.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   The school ensures the mandated number of instructional minutes is provided according to proficiency levels in our ENL program by employing the following structures:

   STRUCTURE 1: At the end of the year, in order to begin planning for the following school year, the ENL Teacher creates tentative ENL groups and a schedule for these groups that meets their required number of Standalone and Integrated ENL minutes according to CR 154.2. This is done by looking at the speaking and writing scores and making an estimated projection of the NYSESLAT score for each ELL.

   STRUCTURE 2: In August, the ENL Teacher meets with the Assistant Principal and Pirincipal to review the RLAT report from ATS to identify the students proficiency levels. Next, they review the ENL Units of Study and Staffing Requirements from CR Part 154.2. Using the proficiency levels and this chart, they make revisions to the groups and schedule for the ELLs in the ENL program.

**Explicit ENL, ELA, and HLA**

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INSTRUCTIONAL MINUTES: STANDALONE ENL:
1. Entering and Emerging ELLs receive 180 minutes (4 periods) of standalone ENL as follows:
   1a. Kindergarten, 1st and 2nd Grade ELLs travel to the Intervention/ENL classroom.
   1b. The students meet in 3-5 groups for 45 minutes, 4 periods per week.
   1c. Students are grouped based on their grade level, NYSITELL and NYSESLAT Listening and Speaking Levels.

INTEGRATED ENL/ELA:
2a. Entering, Emerging, Transitioning, and Expanding ELLs receive 180 minutes (4 periods) of integrated ENL as follows:
   2b. Kindergarten ELLs travel to one of the Kindergarten classroom.
   2c. First Grade ELLs travel to one of the 1st Grade classrooms.
   2d. 2nd Grade ELLs travel to one of the 2nd Grade classrooms.
   2e. 3rd Grade ELLs travel to one of the 3rd Grade classrooms.
   2f. 4th and 5th Grade ELLs travel to the 4th Grade classroom.
   2g. Each group in 2b-2f meets for 45 minutes, 4 periods per week.
   2h. Students are grouped based on their grade level, NYSITELL and NYSESLAT Listening and Speaking Levels, NYS ELA and Math exam scores, and MOSL.

3. Commanding students receive 90 minutes (2 periods) of OPTION SMALL GROUP LEARNING.
   3a. Commanding students in 2nd and 5th Grades will work in small groups with 45 minutes, 2 periods per week.
   3b. Commanding students are grouped based on their grade level, NYS ELA exam, MOSL, and Fountas and Pinnell reading level.
   3c. Progress monitoring will be administered at the beginning of November and the end of January to determine whether or not the students need to be scheduled for Integrated ENL for the remainder of the year.

HLA:
In order to provide HLA for students with a different home language at our school, and in order to meet the required instructional time for HLA, which is 25% of the total ENL minutes required for each proficiency level, the Muscota New School has created the following HLA Program for our diverse needs:
---Students will be provided with online books in their home languages which include: Japanese, Polish, and Spanish.
---At the beginning, middle, and end of the year, during the project time for our interdisciplinary units of study, peers will evaluate one another using a teacher created rubric that evaluates vocabulary development in the home language based on CCSS Language Standard 6. To present this work, students in Grades K-1 will use Word Webs to acquire new vocabulary in their native language and students in Grades 2-5 will use the Frayer Model vocabulary format in their notebooks to acquire new vocabulary in their native language.

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.

1. ENL PROGRAM - CORE CONTENT
Instruction is delivered in English. When necessary, the ENL Teacher and Classroom Teachers, who are fluent in Spanish, provide academic and socio-emotional guidance. If an ELL does not speak Spanish and needs support during instruction, the ENL teacher coordinates a bilingual peer or a parent volunteer who is bilingual in the student’s language to provide academic support as needed.

2. INSTRUCTIONAL APPROACHES TO MAKE CONTENT COMPREHENSIBLE TO FOSTER LANGUAGE DEVELOPMENT AND MEET THE DEMANDS OF THE COMMON CORE LEARNING STANDARDS:
A. Differentiated tasks and texts
B. Researched-based SIOP Model strategies including:
   --building background
   --Ready Gen, Fontas & Pinnell, Focused Reading: Reading Intervention program, and Fundations strategies to develop vocabulary, language (grammar), phonics, and comprehension skills
   --listening, and speaking objectives
   Researched-based SIOP Model strategies including:
   --building background
   --Ready Gen, Fontas & Pinnell, Focused Reading: Reading Intervention program, and Fundations strategies to develop vocabulary, language (grammar), phonics, and comprehension skills
   --listening, and speaking objectives for each lesson
---repetition, rephrasing, and teacher modified rate of instructional speech
---wait time
---realia, pictures, video, and audio
---total physical response
---graphic organizers for vocabulary development and content comprehension
---sentence starters and discussion protocols for thinking, listening, speaking, reading, and writing

3. Teacher-Student and Student-Student Communication (Danielson’s Domain 3a)
---Goal sheets indicating the New Language Arts Language Progression objectives for that 8-week instructional cycle.
---Weekly teacher and peer conferences to gauge mastery and identify next steps by using checks for understanding corresponding to each goal.
---Daily self-reflection by using checks for understanding for students to identify what support they need from the teacher or their peers

4. Questioning and Discussion Techniques (Danielson’s Domain 3b).
---Questions are based on the 4 levels of questioning according to the Depth of Knowledge continuum.
---Lessons include CCSS for Speaking and Listening aligned to student run discussion protocols including but not limited to: Text Structure language prompts, Frayer Model vocabulary organizer (2-5) and word web (K-1), Thinking Maps and discussion protocols from the book, "Making Thinking Visible" (e.g. Concept Map, and Chart Chat).

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

HLA
In order to provide HLA for the different home languages at our school, and in order to meet the required instructional time In order to provide HLA for students with a different home language at our school, and in order to meet the required instructional time for HLA, which is 25% of the total ENL minutes required for each proficiency level, the Muscota New School has created the following HLA Program for our diverse needs:
---Students will be provided with online books in their home languages which include: Japanese, Polish, Russian, and Spanish.
---At the beginning, middle, and end of the year, during the project time for our interdisciplinary units of study, peers will evaluate one another using a teacher created rubric that evaluates vocabulary development in the home language based on CCSS Language Standard 6 and listening and speaking development in the home language based on CCSS Listening and Speaking Standard 4 for Presentation of Knowledge and Ideas.

5. 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

SIFE: 1. DIFFERENTIATED INSTRUCTION - ICT & SETSS PROGRAMMING SIFE students will be assigned to a classroom housing ICT and SETSS Programming so that they may receive instruction in a classroom with two teachers. In the past we have noticed our Long Term ELLs have improved their proficiency level on the NYSESLAT after working in a classroom with one General Education and one Special Education teacher. Therefore, we will provide this type of placement so SIFE students receive consistent and targeted small group instruction.
   NEWCOMER: 1. DIFFERENTIATED INSTRUCTION - Heterogenous Grouping in Integrated ENL with native English students ON grade level. During Newcomer ELLs’ integrated ENL period, Newcomers will be heterogeneously grouped with native English speaking students performing ON grade level in this subject area. This type of grouping ensures ELLs develop strong literacy skills. Instruction will include Questioning and Discussion Techniques (Danielson’s Domain 3b):---Questions are based on the 4 levels of questioning according to the Depth of Knowledge continuum.---Lessons include CCSS for Speaking and Listening aligned to student run discussion protocols including but not limited to: Text Structure language prompts, Frayer Model vocabulary organizer (2-5) and word web (K-1), Thinking Maps and
DEVELOPING 1. DIFFERENTIATED INSTRUCTION - Heterogenous Grouping in Integrated ENL with native English speakers ABOVE grade level. During Developing ELLs’ Integrated ENL period, they will be heterogeneously grouped with native English speaking students performing ABOVE grade level in this subject area. This type of grouping ensures ELLs develop strong literacy skills. Instruction will include Questioning and Discussion Techniques (Danielson’s Domain 3b): Questions are based on the 4 levels of questioning according to the Depth of Knowledge continuum. Lessons include CCSS for Speaking and Listening aligned to student run discussion protocols including but not limited to: Text Structure language prompts, Frayer Model vocabulary organizer (2-5) and word web (K-1), Thinking Maps and discussion protocols from the book, “Making Thinking Visible” (e.g. Concept Map, and Chart Chat).

LONG TERM - *2 COMPONENTS FOR DIFFERENTIATED INSTRUCTION: 1. DIFFERENTIATED INSTRUCTION - ICT & SETSS PROGRAMMING

Long Term ELLs will be assigned to a classroom housing ICT and SETSS Programming so that they may receive instruction in a classroom with two teachers. In the past we have noticed our Long Term ELLs have improved their proficiency level on the NYSESLAT after working in a classroom with one General Education and one Special Education teacher. Therefore, we will continue to provide this type of placement so Long Term ELLs receive consistent and targeted small group instruction.

2. DIFFERENTIATED INSTRUCTION - Heterogenous Grouping in Integrated ENL & Math with native English speakers ABOVE grade level. During Long Term ELLs’ Integrated ENL period and during MATH small group instruction, they will be heterogeneously grouped with native English speaking students performing ABOVE grade level in these subject areas. This type of grouping ensures ELLs develop strong literacy skills. Instruction will include Questioning and Discussion Techniques (Danielson’s Domain 3b): Questions are based on the 4 levels of questioning according to the Depth of Knowledge continuum. Lessons include CCSS for Speaking and Listening aligned to student run discussion protocols including but not limited to: Text Structure language prompts, Frayer Model vocabulary organizer (2-5) and word web (K-1), Thinking Maps and discussion protocols from the book, “Making Thinking Visible” (e.g. Concept Map, and Chart Chat).

FORMER ELLS

DIFFERENTIATED INSTRUCTION - Heterogenous Grouping in Integrated ENL, Math, Science, and Social Stuides with native English speakers ABOVE grade level. During Long Term ELLs’ Integrated ENL period and during Math, Science, and Social Studies, they will be heterogeneously grouped with native English speaking students performing ABOVE grade level in these subjects. This type of grouping ensures ELLs develop strong literacy skills. Instruction will include Questioning and Discussion Techniques (Danielson’s Domain 3b): Questions are based on the 4 levels of questioning according to the Depth of Knowledge continuum. Lessons include CCSS for Speaking and Listening aligned to student run discussion protocols including but not limited to: Text Structure language prompts, Frayer Model vocabulary organizer (2-5) and word web (K-1), Thinking Maps and discussion protocols from the book, “Making Thinking Visible” (e.g. Concept Map, and Chart Chat).

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use small group instruction to provide access to academic content areas and accelerate English language development. In a class with ICT and SETSS Programming, ELL-SWDs are grouped heterogeneously by language proficiency and homogeneously by academic skill level. Additionally, teachers of ELL-SWDs provide longer wait time, pair and group work, Total Physical Response, use of manipulatives and realia, choral repetition, moderately paced speech, language prompts, questioning and discussion strategies using checks for understanding throughout each of the 3 interdisciplinary units of study.

7. 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?

1. CURRICULAR & INSTRUCTIONAL FLEXIBILITY: Multi-sensory access to content through field trips, class projects, center activities, Muscota’s music, dance, physical education, drama and art program; and Movement-based learning through Move to Improve and Brain Gym.

2. SCHEDULING FLEXIBILITY: ELL-SWDs have access to the least restrictive environment in classes with ICT and SETSS Programming where there is one certified Special Education teacher and one certified General Education teacher. In addition, ELL-SWDs are given one extra period each week for Integrated ENL/ELA service during the time their respective class is engaged in small group instruction. This ensures ELL-SWDs do not miss instructional time in their classroom.
Lastly, the Special Education Teacher, PT, OT, and Speech service providers work together with the ENL teacher to coordinate their schedules to insure ELL-SWDS are receiving the necessary instruction to meet their IEP goals and attain English proficiency.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ALL SUBGROUPS:--- Targeted Intervention Programs for math - All ELLs receive daily instruction in the Go Math program taught by the classroom teacher (K-3) and ENL teacher (4-5). This is a school-wide program. At the beginning of each chapter of this program there is a "Show What You Know" diagnostic assessment. The intervention for each chapter is based on the data from this assessment. The program indicates one of the following types of intervention required: Soar to Success Math (online component), Strategic Intervention or Intensive Intervention. Therefore our ELLs receive math intervention per chapter within this program.DEVELOPING, LONG-TERM, AND FELLS:---The above Math intervention will be supplemented for these ELLS by using the Benchmark Company’s Math Explorers Leveled Texts.---2 of the 4 Standalone ENL periods for Developing, Long-Term, and Former ELLs will be taught using the researched based Focused Reading Intervention Program. This will be taught by the ENL Teacher in English with language support in Spanish. If a child does not speak Spanish, the parent coordinator and ENL teacher will find a school or parent volunteer who speaks that child’s language to support the ENL teacher’s instruction.---2 of the 4 Integrated ENL periods for Developing, Long-Term, and Former ELLs in each of the 3 interdisciplinary units of study will be supplemented by the Benchmark Company's English Explorers Leveled Texts for Science and Social Studies.---2 of the 4 Integrated ENL periods for Developing, Long-Term, and Former ELLs in each of the 3 interdisciplinary units of study will be supported by the Benchmark Company’s English Explorers Leveled Texts for Science and Social Studies.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?


10. If you had a bilingual program, what was the reason you closed it?

We did not have a bilingual program.

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

All the ELL students at PS 314 are ensured a placement in all school programs, and we do not require pre-requisites for these programs:
1. Chess Club
2. Guitar Club
3. CUNY in the Heights
4. Math Tutoring
5. Bard Drama Club

In June, the ENL teacher works with the Parent Coordinator to identify parents who prefer to receive school communication in their home language. This allows our school to ensure that all communication regarding our after school programs is sent in the parent’s preferred language.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The instructional materials used to support all ELLs include:
1. lap tops
2. iPads
3. Smart and Promethean Boards
4. academic videos
5. listening centers
6. math manipulatives
7. FOSS science kits
8. kinesthetic movements reference poster and cards (Brain Gym® and Move to Improve) to support language learning, and the acquisition of comprehension skills, organizational skills and communication skills.

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

ENL - ALL SUBGROUPS
HLA:
In order to provide HLA for students with a different home language at our school, and in order to meet the required instructional time for HLA, which is 25% of the total ENL minutes required for each proficiency level, the Muscota New School has created the following HLA Program for our diverse needs:
---Students will be provided with online books in their home languages which include: Japanese, Polish, and Spanish.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
At the beginning of the year, a meeting is held with the ENL Team, the Classroom Teachers of ELLs, the K-2 Literacy Coach, Special Education Teacher/Liaison, and Assistant Principal. During this meeting the following ELL student data is reviewed:
birth date and class placement, outcome assessment data, summative assessment data, and the Muscota Language Allocation Policy to ensure all required services/resources support and correspond to ELLs’ ages and grade levels.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Muscota shares a building with Amistad Dual Language school. The Principal and AP of each school meets once each year to discuss sharing the school yard, cafeteria, library, gym, and art room. This ensures that all ELLs have access to books in English and Spanish, art program materials, and time for physical and social-emotional development during gym, recess and lunch.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
1) During June the ENL teacher and the Classroom Teachers attend the Muscota Family Orientation for incoming students. The students go in to their new classrooms and families and students meet the teachers. 2) The second week in September parents of ELLs meet with the ENL teacher and Classroom Teacher to discuss the goals and components of the ENL program, and exchange contact information. 3) While The Muscota New School has 99% enrollment of new ELLs in Kindergarten, we offer an additional Muscota Family Orientation as needed throughout the year. During this orientation, the ENL Teacher and respective classroom teacher attend the orientation.

17. What language electives are offered to ELLs?
There are no language electives offered to ELLs.

18. 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)?

Not applicable because we do not have a DL Program.

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**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 and non-pedagogic staff.) 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?

**SEPTEMBER-OCTOBER 2018**

The school secretary, school aides, and parent coordinator meet with the ENL Teacher for four professional development workshops.

Each session is 1 and 1/2 hours and will be held four times: Two will be held the last two weeks in October and two will be held the first two weeks in November.

Topics: All workshops will be facilitated by the ENL Teacher.

1) Providing administrative support to non-English Speaking families
2) Translation and Interpretation Support for Family Conferences and Family Events
3) ELL Identification Compliance & Communication with Families of ELLs through the Preferred Language Form, and the Translation and Interpretation Unit.
4) NYSESLAT - School Procedures During Testing Days

**OCTOBER 2017**

The ENL teacher, Bilingual teacher, classroom teachers of ELLs, and the paraprofessionals in classrooms with ELLs will receive the following professional development workshops.

Each session is 90 minutes and will be held 4 times; 1 each week in October.

Topics: All workshops will be facilitated by the ENL Teacher.

1) Improving Literacy Development Part 1: Setting Targeted Reading Goals in Small Groups
2) Improving Literacy Development Part 2: Delivering Targeted Reading Instruction in Small Groups
3) Improving Literacy Development Part 3: Formative and Summative Assessments in Small Groups
4) Village Meetings: Sharing Academic and Social-emotional Responsibilities with ELL Families

2. 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.

**HOW ARE THE REQUIREMENTS MET?**

**15% OF TOTAL HOURS FOR ALL TEACHERS:**

175 professional development hours are required every 5 years. So that equates to 35 hours each year. Fifteen percent of 35
hours is 5.25 hours. The following workshops equate to over 15% of the required hours.
1) Improving Literacy Development Part 1: Setting Targeted Reading Goals in Small Groups
2) Improving Literacy Development Part 2: Delivering Targeted Reading Instruction in Small Groups
3) Improving Literacy Development Part 3: Formative and Summative Assessments in Small Groups
4) Village Meetings: Sharing Academic and Social-emotional Responsibilities with ELL Families

50% OF TOTAL HOURS FOR BILINGUAL/ENL TEACHERS:
175 professional development hours are required every 5 years. So that equates to 35 hours each year. Fifty percent of 35 hours is 17.5 hours. The following workshops equate to over 50% of the required hours.
1) The ENL and Bilingual teachers attend 4 District ELL Meetings for 3 hours each
2) The ENL and Bilingual teachers attend monthly, full-day, ENL Lead Teacher meetings.
3) The ENL and Bilingual teachers will attend 2, full-day DELLs workshops.

HOW ARE RECORDS KEPT?
The ENL Teacher keeps a PD Binder corresponding to the respective school year with the following documents from each PD:
1. Agenda
2. Attendance
3. Resources
4. Meeting/Workshop Notes

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?

VILLAGE MEETINGS
Village Meetings are held at the beginning of the year to discuss initial goals, then at the end of each of the 4 Interdisciplinary Units of Study. During these meetings, the student’s parents, the student, the ENL teacher, the classroom teacher, the special education liaison and other service providers (if the student has an IEP) determine and revise academic and social-emotional goals and family/home goals.

Following are the goals that are discussed in the meeting:
1. Program Goal 1: Academic Goal - Parents are given the students academic level according to the grade level standard the child is meeting. Then parent’s are shown the a sample of grade-level student word for the child's current grade level. This is done to educate the parents as to where the child lies on the New Language Arts Progressions for the standards addressed in the current Unit of Study, which include: Listening and Speaking, Language, Reading, Writing, and Math.

2. Program Goal 2: Social-Emotional Goal - The teachers share anecdotes that capture three areas:
   1. the student’s ability to maintain their attention and focus on their work.
   2. the student's participation as a community member in the class.
   3. the student's ability to ask for help when he/she needs it.

3. Program Goal 3: Family/Home Goal - The parents/guardians and student share a goal related to developing healthy habits to support academic and social-emotional development. Typically, the areas that are discussed are: sleeping habits, diet, homework routines, and family chores.

Muscota teachers do their best to accommodate our families by meeting at a time that works for their schedule. However, when parents are unable to meet, all the child's teachers and providers correspond with parents via a conference call. Regardless of the manner in which the Village Meeting is held, interpretation is always provided in the language identified on the family's Preferred Language form.

To ensure the parents and teachers have a record of what was discussed as well as next steps, an email or letter is sent home.
to the child's family and all team members so that the information can be accessed as needed. In addition, a copy of the email or letter is kept in the Family Tab of the ELL Binder for the corresponding year.

INTERPRETATION AND TRANSLATION
In June, the ENL teacher works with the Parent Coordinator to identify parents who prefer to receive school communication in their home language. This allows them to ensure that all communication regarding our day and after school programs is sent in the parent's preferred language.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

MUSCOTA CULTURE CLUB
Each family chooses a cultural activity to share with their child's class.

COMPONENTS:
1. Pizza Party Planning: In September at the ENL Program Family Orientation, parents of ELLs meet with the ENL teacher to choose a cultural activity they want to share with their child's class. Parents can collaborate with other parents.
2. Language: The cultural activity will be conducted by the parent in their home language.
3. Activity: Parents will share one aspect of their respective culture by reading aloud a book, singing a song, doing a craft activity, or playing a game in the family's respective home language or in English - depending on the family member's language preference.

COFFEE WITH CAMILLE
Coffee with Camille is a monthly forum where all Muscota parents meet with the principal to voice their questions, concerns, or ideas. At each meeting an interpreter is provided. In addition, the ENL Teacher insures a personal invitation is sent text message to remind and encourage all ENL parents to attend and take advantage of this opportunity to voice their needs at the upcoming meeting. As always, the ENL teacher communicates with all parents in their preferred language as indicated on their preferred language form.

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.

Village Meetings:
We would like to share that the Village Meetings were implemented in 2015-2016. The ENL and Classroom teachers noticed that ELL students had different needs than non-ELL students. In particular, teachers felt that student progress needed to be reviewed every 6-8 weeks. Teachers also noticed the need for a collaboration among teacher, parent, and student. Therefore, in the spirit of the proverb, "It takes a village to raise a child," the progress monitoring and goal setting meetings were named, "Village Meetings." In each meeting, all members of the "village" take time to set goals pertaining to academics, social-emotional skills, and home life. It has been a pleasure to watch ELLs progress unfold as a result of clear goal setting in low-performing subjects, home life habits including earlier bed times, chores with reward systems, exercise and diet. As a result of these meetings teachers, families, and students work very diligently throughout the year to make progress. Furthermore, there is a bond that is formed throughout the year as families and teachers and students communicate on a regular basis through email, phone calls, and text messages that are exchanged in between Village Meetings. It has been wonderful to watch all three parties (students, families and teachers) get the support they need. Therefore, we are pleased to continue incorporating the Village Meetings into our ELL Program since it provides an opportunity to set manageable goals that meet the needs of the child in a holistic way through collaboration of child, parents/guardians, and teachers.

The Muscota Culture Club:
Our Culture Club is a new program initiative that has two goals. The first goal is to provide all ENL families with an opportunity to
partake in their child's education by sharing their culture and home language with our entire school community. At Muscota we encourage families to visit and volunteer in their child's classroom. However, some ELL Families are not always able to visit or volunteer, sometimes due to the fact that they speak a language other than English. Therefore, the Culture Club provides them with an opportunity to get involved even though they cannot speak English. A second goal of the Culture Club is to celebrate all cultures at Muscota even if the student is not in the ELL program. As a result, we invite all families who wish to share their home culture and home language with their child's classmates.

Ultimately, we hope to build a multicultural community in our classrooms that is representative of our multicultural community in New York City. The Muscota Culture Club is our way of beginning to break the language barrier and embrace what we have in common so we can learn, grow and live together with greater joy and ease.

As with all initiatives, current and new, we make sure to revise them based on student achievement and interest, and teacher and parent feedback.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Camille Wallin, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** The Muscota New School  
**School DBN:** 06M314

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camille Wallin</td>
<td>Principal</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Allison Maltz</td>
<td>Assistant Principal</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Denise Rodriguez</td>
<td>Parent Coordinator</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Christa M. Gesztesi</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Maria Martinez</td>
<td>Parent</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Lisa Brunner/Special Ed.</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Marilyn Salas/Cm Br/Bilingual</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Mary Flores Camacho</td>
<td>Coach</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Hanin Awward</td>
<td>School Counselor</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Manual Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Alice Cohen</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>12/1/17</td>
</tr>
<tr>
<td>Lailany Rodriguez</td>
<td>Other [Gen Ed Teacher]</td>
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<td></td>
<td>Other</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
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</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Calendar - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Night (Back to School Curriculum Night) and Parent-Teacher Conference announcements - September, November, March, May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School Registration forms and announcements - September-June</td>
<td></td>
<td></td>
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<tr>
<td>New York State Testing dates - September</td>
<td></td>
<td></td>
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<tr>
<td>Parent Association and School Leadership Team meeting minutes - September-June</td>
<td></td>
<td></td>
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<tr>
<td>Saturday Academy announcements - February</td>
<td></td>
<td></td>
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<tr>
<td>Family Breakfast announcement - December and June</td>
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</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Night (Back to School Curriculum Night) - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent-Teacher Conference announcements - November, March, May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Engagement meetings for ELLs, SWDs, and at risk students - September-June</td>
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<tr>
<td>Supplemental English as a New Language Parent Meeting - These will occur during Parent Engagement time from September-June</td>
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<tr>
<td>IEP meetings with all SBST members - September-June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Welness - September - June</td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

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

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

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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