



MIDDLE SCHOOL FOR THE ARTS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: MIDDLE SCHOOL FOR THE ARTS
ADDRESS: 790 EAST NEW YORK AVENUE
TELEPHONE: 718-773-3343
FAX: 718-773-4168

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331700010587 **SCHOOL NAME:** Middle School for the Arts

SCHOOL ADDRESS: 790 EAST NEW YORK AVENUE, BROOKLYN, NY, 11203

SCHOOL TELEPHONE: 718-773-3343 **FAX:** 718-773-4168

SCHOOL CONTACT PERSON: Susan Hobson-Ransom **EMAIL ADDRESS** SHobson@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Monique Wilson

PRINCIPAL: Susan Hobson-Ransom

UFT CHAPTER LEADER: Tyona Marrimon

PARENTS' ASSOCIATION PRESIDENT: Charlene Williams

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** CFN 605

NETWORK LEADER: WENDY KARP/Jose V. De La Cruz

SUPERINTENDENT: RHONDA HURDLETAYLOR

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Susan Hobson-Ransom	Principal	Electronic Signature Approved.
Monique Wilson	Admin/CSA	Electronic Signature Approved.
Cheryll Christie	DC 37 Representative	Electronic Signature Approved.
Richard Thomas	UFT Member	Electronic Signature Approved.
Tyona Marrimon	UFT Chapter Leader	Electronic Signature Approved.
Ronda Kornegay	Admin/CSA	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

School Vision and Mission

Vision: To improve academic performance and develop students in areas that supports the arts. The program will maintain an interdisciplinary, standards based curriculum while providing students with a community oriented supportive environment and opportunities to express their learning strategies through the Arts.

Mission : Through the Arts we are committed to educate a diverse community of learners to attain their fullest potential. Students will use their heart, soul and minds to explore an ever changing world. The infusion of the arts will be used to enhance their academic abilities, while developing within them the values and skills that will allow students to become productive citizens. We are focusing on creating citizens who are informed consumers and life long learners.

Contextual Information About the School's Community and its Unique/Important Characteristics

Middle School of the Arts 587 was created in 2004. I.S. 391 closed on June 30, 2006. M.S. 587 is in its sixth year. We are part of the Integrated Curriculum and Instruction Learning Support Organization, Network 9.

Middle School of the Arts 587 has 351 students enrolled. We are located in the barrier free building known as Mahalia Jackson IS 391, in the Crown Heights section of Brooklyn. We presently share this space with Crown Heights Achievement First Charter School. The building is designated to accommodate grade level modules and interdisciplinary instruction; however there are common shared spaces (cafeteria, gymnasium and auditorium). The student population is comprised of mainly African - American and West Indian descent. M.S. 587 has a high percentage of low income working families. The school's eligibility for free lunch is 95%. The average attendance is 90% and the English Language learner population includes 12 students. The school maintains a school wide uniform policy.

Middle School of the Arts focuses on the belief that all students can succeed and that they are all artistically inclined. A unique feature of the school is our commitment to discovering and nurturing youngsters with "raw" and "undeveloped" talent. The curriculum emphasizes a global perspective in both the arts and academic programs. M.S. 587 is part of the Middle School Choice program in District 17, however first priority is given to students who are zoned for entrance as space is available. The criteria for entrance, is based on passing Statewide Assessments in Reading and Mathematics with a score of 2 in each area, and a genuine interest of the arts.

Middle School of the Arts has developed an inclusive atmosphere where expectation of a high quality and rigorous academic program is a top priority. Students are given many opportunities to apply their learning through the Arts. The Arts are infused into the core curriculum subject areas. These

connections will reinforce the power and relevance of the Arts and add depth and dimension to studies in the other disciplines. The academic program is aligned to the New York State and City Uniform Core Curriculum in the major students, as well as the Performance Standards in the Arts. All staff are included in professional development opportunities to enhance their knowledge of the Principals of Learning, the workshop model, best practices for Balanced Literacy using RAMP – UP for support and Impact Mathematics, Behavior Management Skills, Management Strategies, Assessment through the use of the ACUITY, ARIS and Renzulli to differentiate instruction. Parents have also been included in Parent Workshop coordinated by the PTA and presented by staff in collaboration with the Integrated Curriculum and Instruction Learning Support Network Specialists.

Middle School of the Arts has enrolled 351 students on register and 51 staff members. The teachers are comprised of 9 staff members with 15 years or more experience. 40 staff members have less than 10 and 5 teachers who are currently in their second year. There are a total of 14 classes with approximately 30 -33 students in each; 8 general education, 3 collaborative team teaching classes, 3 self-contained. 63 students are receiving services because of an I.E.P. Grade 6 is self contained for the core curriculum except for mathematics. Students receive instruction from licensed mathematics teachers. The students are escorted for math, the arts and physical education. Grade 7 and 8 departmentalize for all subjects. M.S. 587 is a Title 1 school-wide program which will use Title 1 funding for all students. We are also receiving Tax Levy Monies.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Middle School for the Arts								
District:	17	DBN #:	17K587	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		88.7	90.1	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		90.7	88.08	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	106	103	96	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	124	114	114		98.4	85	91.9		
Grade 8	148	127	120						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	16	TBD		
Grade 12	0	0	0						
Ungraded	22	10	9	Recent Immigrants - Total Number:					
Total	400	354	339	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	39	27	30	Principal Suspensions	132	90	TBD		
# in Collaborative Team Teaching (CTT) Classes	23	16	14	Superintendent Suspensions	57	44	TBD		
Number all others	22	26	16						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	14	18	19	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	6	Number of Teachers	35	33	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	10	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	6	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	45.7	63.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	60	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	85	TBD
American Indian or Alaska Native	0.2	0.6	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.7	95.7	TBD
Black or African American	92.8	92.4	93.2				
Hispanic or Latino	5.5	5.6	6.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0	0				
White	1.2	1.4	0.6				
Multi-racial							
Male	53.2	50.8	50.1				
Female	46.8	49.2	49.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2 Basic <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input type="checkbox"/> Focused <input type="checkbox"/>							
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	▶
Overall Score	78.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	43.1	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	▶

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

After review and much discussion we conclude the following regarding what we do well as a school community:

- The administration and staff are committed to creating an atmosphere that showcases their work as a school of the arts.
- The administration and staff work hard to create a safe and secure learning environment and are eager to provide solid support for students' academic and social development.
- The school has a wide curriculum enhanced by the incorporation of the arts and by building partnerships with outside agencies.
- The administration and staff collect formative and summative data for individual students, class, grade and school for English Language Arts, math and some other subjects, which shows what students know and which informs planning.
- Parents are happy with the support and nurturing their children receive from staff at the school.

In order to bridge the gap between we are and where we would like to be, we must

- Ensure that all teachers use student, classroom and school data consistently in order to differentiate instruction in all core areas.
- Ensure that challenging whole school, subject and classroom goals are established, with interim checkpoints to monitor their effectiveness and progress.
- Improve the strategic use of data to monitor student progress and progress made in reaching long-term goals.
- Create a consistent and clearly defined structure for lessons so that they improve instruction to ensure rigor and challenge for student learning.
- Establish a school wide system for setting learning goals so that students understand the next steps in their learning and how to achieve them.

A review of the 2010 NYS ELA item Analysis revealed that students had difficulty with non-fiction passages. Specific skill deficiencies were related to identifying a conclusion that summarizes the main idea or passage; making inferences (i.e. what is the best response; the most likely); making predictions and distinguishing fact from opinion. Likewise, students lack sufficient background knowledge to unfamiliar non-fiction text and vocabulary.

The 2010 Mathematics Item Analysis report for grades 6-8 at M.S. 587 revealed students have very limited skills in answering extended/free response questions which indicate a correlation to comprehension and writing skills. Approximately $\frac{1}{2}$ of the lowest scoring 10 items in each grade dealt with a picture, diagram or table and accompanying paragraph in order to answer the questions.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 there will be a 10% increase in student achievement in all grades, including General Education, Students with Disabilities and English Language Learners. Students will show one year progress in ELA as measured by a variety of assessments, including New York State English Language Arts Exam, Predictive Exams, Periodic Assessments, Pre and Post Unit Tests, Reading Indicators, and teacher conference notes.	<input type="checkbox"/> N/A
<input type="checkbox"/> By June 2011 there will be a 10% increase in student achievement in all grades, including General Education, Students with Disabilities and English Language Learners. Students will show one year progress in Mathematics as measured by a variety of assessments, including Predictive Exams, Periodic Assessments, Pre and Post Unit Tests, and New York State Mathematics Assessment. The school has been identified as not making AYP in Mathematics for all student groups including Students with Disabilities (SWD.) The school will focus on improving Mathematics achievement for all students.	<input type="checkbox"/> N/A
<input type="checkbox"/> By June 2011, 90 % of teachers will participate in compiling, analyzing and utilizing data to monitor student progress and progress made in reaching long-term goals through workshops and collaborative inquiry teams. In an effort to assist teachers in improving their skills in compiling, analyzing and utilizing data, Professional Development will be provided by the Network Support Specialist and the school data specialist	<input type="checkbox"/> N/A
<input type="checkbox"/> By June 2011, 95% of staff will engage in a school wide system for setting subject and classroom learning goals to inform students and staff of the next steps needed to ensure academic and personal growth via the development of grade level, departmental and student goals, curriculum maps for each content area and teacher professional goals. Study groups will be formed and will meet on a regular basis throughout the year.	<input type="checkbox"/> N/A
<input type="checkbox"/> By June 2011, the participation rate of students with disabilities will increase by 3% on the New York State English Language Arts Assessment and by 3% on the New York State Mathematics Assessment as indicated on the school report Card	<input type="checkbox"/> N/A

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <input type="checkbox"/> By June 2011 there will be a 10% increase in student achievement in all grades, including General Education, Students with Disabilities and English Language Learners. Students will show one year progress in ELA as measured by a variety of assessments, including New York State English Language Arts Exam, Predictive Exams, Periodic Assessments, Pre and Post Unit Tests, Reading Indicators, and teacher conference notes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • All Students in grades 6,7,8 including general education; special education and English Language Learners will be programmed for a 90 minute literacy block, once per week, standard based instruction. • Teachers will implement the workshop model in all content areas, utilizing the Balanced Literacy approach to Instruction daily. • Students will produce an original piece of work and present to an audience. • Implementation of small group instruction during extended day and AIS. • Administration and teachers will use ACUITY data to support and plan instructional goals for students quarterly. • Administration will conduct observations and learning walks weekly. • Consultants, Administrators, Network Specialists, UFT TC Specialist will provide professional development monthly. • Administrators and teachers will review student work folders. • Teachers and students will utilize rubrics to review student work. • Classroom observations • Curriculum team will conduct Learning Walks. • Administrators, PD Team and Inquiry team members will present at monthly faculty and grade conferences. • UFT TC Specialist and curriculum consultants (Lehman College/MONDO Learning)

	<p>will conduct lunch and learn workshops.</p> <ul style="list-style-type: none"> • Workshops will be conducted on the Common Core State Standards to guide and support teachers with their implementation through updating curriculum maps and creating lesson plans which align to Common Core State Standards. • Teachers will implement the use of differentiated task/ activities to support the needs of diverse learners within their classrooms.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□ By June 2011 there will be a 10% increase in student achievement in all grades, including General Education, Students with Disabilities and English Language Learners. Students will show one year progress in Mathematics as measured by a variety of assessments, including Predictive Exams, Periodic Assessments, Pre and Post Unit Tests, and New York State Mathematics Assessment.</p> <p>The school has been identified as not making AYP in Mathematics for all student groups including Students with Disabilities (SWD.) The school will focus on improving Mathematics achievement for all students.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

□

- All students in grades 6, 7, 8 including general education, special education and ELL's will be programmed for a 90 minute block for standards based instruction once per week.
- Network Specialist, UFT TC Specialist and curriculum consultant (Lehman College) will provide workshops for teachers in using a problem solving and mathematical reasoning approach to instruction.
- Administrators, Network Specialist, UFT TC Specialist will provide professional development in data analysis, incorporation of manipulatives, mathematical communication (accountable talk, vocabulary development and writing) at monthly subject and grade meetings.
- Students will participate in grade level competitions quarterly.
- Implementation of enrichment program (YES Math) small group instruction during the school day.
- Bulletin Boards will reflect an integration of the arts and mathematics.
- Classroom libraries will be incorporated into the mathematics classroom.

- Implementation of small group instruction during extended day and AIS.
- Administration and teachers will use ACUITY data to support and plan instructional goals for students quarterly.
- Administration will conduct observations and learning walks weekly.
- Consultants, Administrators, Network Specialists, UFT TC Specialist will provide professional development monthly.
- Administrators, PD Team and Inquiry team members will present at monthly faculty and grade conferences.
- UFT TC Specialist and curriculum consultants (Lehman College) will conduct lunch and learn workshops.
- Teachers will implement the use of differentiated task/activities to support the needs of diverse learners with in their classrooms.
- Workshops will be conducted on Common Core State Standards to guide and support teachers with their implementation through updating curriculum maps and creating lesson plans which align to Common Core State Standards
- Students will utilize math journals and notebooks.

	<p>the results of ITA and Predictive tests in order to group students appropriately.</p> <ul style="list-style-type: none"> • Classroom teachers, administration, special education teachers and AIS teachers will consistently monitor progress through teacher made tests. • Periodic collection of student work, teachers-made assessments and outcomes.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

Goal Setting

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 95% of staff will engage in a school wide system for setting subject and classroom learning goals to inform students and staff of the next steps needed to ensure academic and personal growth via the development of grade level, departmental and student goals, curriculum maps for each content area and teacher professional goals.</p> <p>Study groups will be formed and will meet on a regular basis throughout the year.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> • Initiate Study Groups on grade and/or by content. • Conduct inter-visitation of PEER horizon and similar schools. • Develop teacher goals during common planning time and grade conferences. • Attendance of the Staff at conferences through the ICI, ISC, and DOE. • Grade conferences and common planning time will be devoted to professional development in the area of looking at student work in order to assess student progress and appropriateness of tasks. • All teachers will be trained in the use of data assessments tools such as item skill analysis via. “Stop Light, High Light techniques”, ARIS and ACUITY with an expectation to access up to date information to drive instruction. • Teacher Center Specialist will support the use and reflection of the Santa Cruz Professional teacher standards and Common Core State Standards. • Teachers will be setting appropriate goals based on their professional needs as well as the needs of their students. • Teachers will meet during common prep planning, in school professional development, “Lunch and Learns”, to build the professional learning communities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area
(where relevant) :**

Students With Disabilities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, the participation rate of students with disabilities will increase by 3% on the New York State English Language Arts Assessment and by 3% on the New York State Mathematics Assessment as indicated on the school report Card</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Administration, School Attendance Teacher and Family Assistant will identify all students with disabilities on register in grades 6, 7, 8 and review their attendance. • Administration School Attendance Teacher and Parent Coordinator will conference with parents to ensure that student are present for the New York State Assessments in English Language Arts and mathematics. • Attendance Teacher, Teachers, Guidance Counselors, Parent Coordinator will conference with all students with disabilities throughout the school year, September 2010 – June 2011. • Regional Attendance Teacher will review attendance data, conduct outreach and home visits. • Attendance Team will create a school wide attendance plan • Family Worker will call parents and provide mailings to notify parents of student’s attendance patterns as needed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	

**Indicators of Interim Progress
and/or Accomplishment**

*Include: interval (frequency) of
periodic review; instrument(s) of
measure; projected gains*

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	30	28			12	5	5	2
7	30	33			17	6	7	3
8	29	31	15	20	30	8	15	3
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> Extended Day- Instruction is delivered in small group setting (10:1), during the zero periods (8:00 - 8:38 am). The instructional focus is on developing students comprehension, critical thinking, literacy and writing skills based on the results of interim and NYS Assessments. Grades 6,7,8.</p> <p>Research and Writing Skills - instruction is delivered during the school day for grades 6,7 and 8. The instructional focus is on developing reading comprehension, writing skills as well as the use of technology to create finished products as implemented through the Common Core State Standards. Students work at their own pace on individual/group activities, based on their learning needs.</p> <ul style="list-style-type: none"> • The Kid Watching Initiative is designed to identify and monitor at least 3 – 6 student’s academic/social progress and concerns through out the school year.
Mathematics:	<p><input type="checkbox"/> Extended Day- Instruction is delivered in small groups setting (10:1), during the zero periods (8:00-8:38 am). The instructional focus emphasizes intensified work in the areas of number sense and operations, problem solving, pattern recognition, fractions, decimals and percents. Grades 6,7,8.<input type="checkbox"/></p> <p>The Yes Math Lehamn College initiative provided small group instruction to two targeted populations: Level 2 and Level 3,4 during the instructional day. Sessions are designed to teach aand review necessary mathematical skills content needed to increase NYS Assessment results for each participant. Emphasis is placed on writing in mathematics and rubric alignment.</p> <ul style="list-style-type: none"> • The Kid Watching Initiative is designed to identify and monitor at least 3 – 6 student’s academic/social progress and concerns through out the school year.
Science:	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Content area specialist provides small group instruction in Scientific literacy, inquiry, investigation and academic vocabulary with an emphasis on preparation of Exit Projects during the school day. • All classrooms are equipped with content specific libraries.

	<ul style="list-style-type: none"> • Students will be able to explore and experience science through a variety of educational resources to include local field trips, virtual tours, magazines, libraries, and museums.
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • Content area specialist provides small group instruction in Social Studies through inquiry, investigation and academic vocabulary with an emphasis on preparation of Exit Projects during the school day. • All classrooms are equipped with content specific libraries. • Students will be able to explore and experience social studies through a variety of educational resources to include local field trips, virtual tours, magazines, libraries, and museums.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <ul style="list-style-type: none"> • Classroom instruction is provided by both counselors. • Guidance Counselors also facilitate the Positive Behavior Incentive Services Program which deals with school-wide behavior. • Counselors conduct individual and group counseling on bullying, character education and conflict resolution.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <ul style="list-style-type: none"> • We have a school psychologist in the building four days a week. • The psychologist also does individual counseling with at-risk students. • Facilitates the pupil personnel committee. • The psychologist performs academic and behavioral evaluations
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <ul style="list-style-type: none"> • A Social Worker is on site three days per week. • Provides individual and group counseling. • Provides outside resources to families and children to help meet their individual needs.
At-risk Health-related Services:	<input type="checkbox"/> <ul style="list-style-type: none"> • We have a SAPIS Counselor who provides classroom instruction as well as individual and group counseling. • Provides positive alternative activities for at-risk students. • Consults with at risk-students for individual counseling.

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **ORCA/SED** in the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Grade 7, 2 students. Grade 8, 10 students. Beginners and Intermediate students 8 units weekly(360), Advanced students 4 units weekly(180 minutes) language of instruction is English, instructor also uses Spanish, French and H. Creole to clarify. Students are assisted in content area instruction in Math, Social Studies, ELA and Science. The ESL Program
Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.
 There will be minor revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding).

The revised Title III budget is described in Section III below.

Section III: Title III Budget program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I: Student and School Information.

School: N/A
 BEDS Code: 331700010587
 Grade Level(s) 6, 7, and 8

Allocation Amount:		
Number of Students to be Served: LEP 18		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Number of Teachers 1		
Other Staff (Specify) N/A School Building Instructional Program/Professional Development Overview	N/A	<input type="checkbox"/> N/A
Section II: Title III, Part A LEP Program Narrative		
Language Instruction Program Purchased Services	N/A	<input type="checkbox"/> N/A

- High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

M.S. 587 has a very diverse teaching faculty that can effectively deal with language issues. Non English speaking parents communicate with teachers conversant in Spanish, H. Creole and French. Translation and Interpretation is provided by the DOE and supplemented when needed by school personnel.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parents have communicated the need for assistance during registration and the DOE also sent information to the schools during general meetings and meetings with the Parent Coordinator and the ESL teacher. The school has provided specific personnel with foreign language skills to assist parents in need of such assistance.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translation services when needed are provided by the DOE. The school uses the Translation services of the DOE, when needed along with staff members with bilingual capabilities. M.S. 587 has a diverse staff which can assist in the need for translation in Haitian Creole, French and Spanish. Parent volunteers will be enlisted also in this process. Other languages will be translated by volunteers and qualified DOE staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Bilingual staff and parent volunteers will provide the oral interpretation as needed in Haitian Creole, French and Spanish. Qualified DOE staff will be requested to provide oral interpretation if in-house staff members are not capable of providing the needed services. DOE provides documents in diverse languages, such as, Arabic, Chinese, etc.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Notification signs have been posted in the Main Office and letters to parents advising them of the available services have been sent home. The school provides parent notices, school registration forms, and system wide alerts regarding school regulations and events in foreign languages. All have been used to keep parents informed of available services.

Implementation of the services outlined in Part A and Part B will fulfill the Chancellors Regulations providing students and parents with the needed translations services to meet educational goals.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$376,370.00	\$41,500.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,764.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,818.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,637.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

MAHALIA JACKSON CAMPUS

MIDDLE SCHOOL OF THE ARTS 587

Parent Involvement Policy 2010-2011

Parents and families of students in M.S. 587 will be provided with opportunities to participate in the Parent Teachers Association, The School Leadership Team, Parent education activities that relate to building strong home-school partnerships, family literacy and math workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program and accessing the services of community resources.

To encourage parent involvement at M.S. 587 we will:

Conduct yearly Parent /Teacher Association elections for Executive Board members.

Conduct monthly Parents /Teacher Association

Provide the Parent/Teacher Association with an office, including furniture and access to a computer.

Provide an ESL program for parents.

Participate in the Learning Leaders program to train parents to volunteer and assist in classrooms, libraries, on trips, and at special even

Through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their child/children's education.

Hold yearly orientation meetings for parents with classroom teachers, supervisors, guidance and related service providers.

Distribute all notices in all English and any other language as needed.

Continue to work with community based organizations to provide on going services, referrals and programs for students and their families.

Annual Review of policy during the May, 2011 PTA Meeting

>Distribution of Parent Involvement Policy during September, 2010 PTA Meeting

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

MAHALIA JACKSON CAMPUS

MIDDLE SCHOOL OF THE ARTS 587

790 EAST NEW YORK AVENUE

BROOKLYN, NEW YORK 11203

SCHOOL - PARENT COMPACT

services, and programs funded by Title I, Part of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART 1 - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Middle School of the Arts 587 supports parent involvement through our monthly PTA meetings.

- Monthly seminars on family health, literacy, math, adolescent social issues, and computer technology.
- Provide a computer literacy program that will benefit the parent and will keep the family up to date with technology.
- Leadership Program from 21st Century Grant, to provide workshops for parents and students.
- The Church Avenue Merchants Block Association, Inc.(CAMBA) will provide After-School program
- Support the school's disciplinary policy and ensure that parents are aware of all Department of Education policies, regulations and the school's dress code policy.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

A review of the 2010 NYS ELA item Analysis revealed that students had difficulty with non-fiction passages. Specific skill deficiencies were related to identifying a conclusion that summarizes the main idea or passage; making inferences (i.e. what is the best response; the most likely); making predictions and distinguishing fact from opinion. Likewise, students lack sufficient background knowledge to unfamiliar non-fiction text and vocabulary.

The 2010 NYS Mathematics item Analysis report for grades 6-8 at MS 587 revealed students have very limited skills in answering extended/free response questions which indicate a correlation to comprehension writing skills. Approximately ½ of the lowest scoring 10 items in each grade dealt with a picture, diagram or table and accompanying paragraph in order to answer the questions.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

☐ Students, both mandated and volunteer are given opportunities to attend Extended Day learning times:

Monday- Wednesday 8:00 am - 8:38 am

After School Programs Include –

CAMBA: Monday – Thursday 3:00 – 4:45 pm

Creative Outlet: Tuesday - Thursday 3:00 - 4:45 pm

Counseling In Schools: Tuesday - Thursday 3:00 - 4:45 pm

Academic Advantage Monday- Wednesday 3:00 - 4:45 pm

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

☐ We provide supplementary and enrichment programs designed to support students academic achievement and social and emotional growth and development. Students, both mandated and volunteer are given opportunities to participate and attend Extended Day learning which is offered Monday- Wednesday 8:00 am - 8:38 am., Renzulli Learning, Positive Behavior Intervention and Support (PBIS), School-wide Academic Competitions, Grade wide PEP Rallies, Attendance Incentives, Smart board Technology, READ 180, Academic Advantage.

After School Programs Include –

CAMBA: Monday – Thursday 3:00 – 4:45 pm

Creative Outlet : Tuesday - Thursday 3:00 – 4:45pm

Counseling In The Schools – Tuesday-Thursday 3:00 – 5:00 pm

Specialized High School Preparation - Monday - Thursday 3:00 - 5:00 pm

o Help provide an enriched and accelerated curriculum.

Specialized High School Preparation- Monday – Thursday 3:00 pm – 5:00 pm (Sept-Nov)

o Meet the educational needs of historically underserved populations.

N/A

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

N/A

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

Ongoing professional development both inside and outside of school will be implemented to assist staff members

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

In order to engage all school personnel and students in school wide programs designed to meet the states standards, extra workshops and support will be added to our existing programs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We will continue to promote high standards when employing highly qualified staff to M.S. 587. Career Fairs, recommendations and referrals will be highly considered in our quest to seek out and retain quality staff.

6. Strategies to increase parental involvement through means such as family literacy services.

Strategies to increase parental involvement include family day celebrations, parent workshops, school wide parent volunteer program, technology classes, parent socials and raffles.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

☐ Teachers are included in decision making regarding the use of academic assessment. This is done at grade level planning meetings, staff professional development sessions and content area meetings. This is further discussed at one on one meeting with supervisors☐, UFTTC and Network specialists. Use of academic assessments is also discussed at SLT meetings.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

☐ To ensure that students experience mastery at the proficient levels of academic achievement our students are provided with differentiated instructional strategies. Their deficits are identified through different diagnostic evaluations. Peer group tutoring, individualized tutoring and the use of technology. Focusing on Renzulli and Tabular Instruction, smart board technology and infusion of the arts are all incorporated to promote teaching and learning.☐

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

☐ Training opportunity program (TOP) identifies and employs students of special needs with year round employment.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Check(x)	Page#(s)
		Yes	No	N/A				

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

In Mathematics students have very limited skills in answering extended/free response questions which indicate a correlation to comprehension writing skills and interpreting pictures, graphs, diagrams and tables.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

□

Professional development will be provided to assist and support teachers of students with disabilities working together in a collaborative team teaching setting, self-contained as well as general education teachers who teach students with disabilities. The focus of this support will be to develop teachers' pedagogy in the areas of developing Individualized Educational Plans, differentiation of instruction, goal setting, data folios, behavior modification and intervention strategies through study groups, intervisitations, workshops, consultant presentations and trainings with Assistant Principal, Teacher Center Specialist and Regional Support staff.

Teachers will collaborate to develop grade and subject goals and curriculum maps aligned to the standards. All students with disabilities will be offered extended day and after-school services.

The Special Education guidance counselor will provide individual and small group support to students and work in partnership with parents and teachers.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

- - ELA – Funds will be used to provide focused professional development to assist teachers of students with disabilities working together in a collaborative team teaching setting, self-contained and general education teachers who teach students with disabilities and support differentiation of instruction via study groups with Consultant presentations and trainings.
 - Math – Funds will be used to provide focused professional development to assist teachers of students with disabilities working together in a collaborative team teaching setting, self contained classrooms, and general education teachers who teach students with disabilities and support differentiation of instruction via study groups with Consultant presentations and trainings.
 - Professional Development sessions will be conduct in 10 after school sessions during the Winter of 2010 and Spring 2011.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

- - UFT Teacher Center will offer assistance with mentoring.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

- Special Title 1 / NCLB Informational Meeting for Parents
Notices backpacked home (informational letter)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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.)
This year we have 25 students identified by the ATS system, however through our school registration procedures we are aware that there are possibly 30 students living in temporary housing according to
2. Please describe the services you are planning to provide to the STH population.
 To address the needs of our students we will use Enrollment Forms – Residency Questionnaires are being provided to all parents (of new students). Identifying STH students in an on going process, lists are updated regularly. Counselors, the Parent Coordinator, and other appointed team members work closely with STH students to meet their various needs. The team works in collaboration with the home to address educational, social-emotional, and transportation issues. Help is provided (Funds are available for) to students who are of school supplies or who require assistance with meeting the school's dress code policy. We have begun to look at ways we can work cross-functionally, developing partnerships with schools within our district and outside agencies that will additional services and resources to STH students and their families.

Part B:

Part B - For Non-Title I Schools

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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 in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_17K587_020211-125827.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 605	District 17	School Number 587	School Name MS of the Arts 587
Principal Susan Hobson-Ransom		Assistant Principal Ronda Kornegay	
Coach Laurie Kingsberry		Coach type here	
Teacher/Subject Area Hedy Needle, ESL		Guidance Counselor Michelle Yrigoyen	
Teacher/Subject Area Margaret DeSilus Lacon, Tech		Parent Charlene Williams	
Teacher/Subject Area Monique Wilson, CB		Parent Coordinator Jeanette Greene	
Related Service Provider Lyneley Myrthil, SETTS		Other type here	
Network Leader Wendy Karp		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	18

C. School Demographics

Total Number of Students in School	380	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	5.26%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. At registration, all parents of new admits are given the Home Language Identification Survey in their native language. An oral interview is conducted by the NYS Certified and highly qualified ESL teacher and/or bilingual personnel to ensure the HLIS form is completed correctly and that any questions are answered. Translation services are available at registration. The HLIS is then reviewed by a NYS licensed ESL teacher who determines eligibility for the LAB-R. The ESL teacher administers the LAB-R to students whose HLIS form indicates a language other than English is spoken, within 10 days of admission. If the student scores below the 40th percentile, they are identified as an ELL student and will receive ESL instruction. All ELLs, whose HLIS form indicates Spanish is spoken, are also administered the Spanish LAB to determine language dominance. The RLAB is reviewed weekly to ensure that all LAB-R eligible students are properly identified. ELL's are assessed during the school year using the Acuity ELL's and NYSESLAT examinations.
2. Orientation for parents of newly enrolled ELLs is offered as new ELLs are admitted. Parents view the Parent Orientation DVD in their native language which explains program options. The ESL teacher and school administration are available to answer any questions. Parents are given the program selection form during this orientation. Students are then placed in the program parents request. If the program is not available at MS 587, parents are given the information of where their selected program is available and the option of transferring. During the registration process and throughout the year, the school provides specific personnel with foreign language skills to inform and assist parents about the program available at the school. In addition, the DOE also sends information to the schools to be disseminated during general meetings and meetings with the Parent Coordinator and the ESL teacher. The school provides notification signs which are posted in the Main Office and letters to parents advising them of the available services have been sent home. The school provides parent notices, school registration forms, and system wide alerts regarding school regulations and events in foreign languages. All have been used to keep parents informed of available services.
3. Every effort is made to ensure that entitlement letters, parent surveys and program selection forms are distributed and returned. These documents are distributed in English and the students' native language at orientations, parent meetings and open houses. The ESL teacher or bilingual school personnel is available to speak with the parents. Forms that are not returned are sent home again and a follow up phone call is made to the family. The Parent Coordinator reaches out to families that do not return forms. Copies of the entitlement letters, parent surveys and program selection forms are kept in the main office. The pupil personnel secretary inputs the data from the home language identification survey into ATS. The ESL teacher and/ or parent coordinator conducts outreach to the parents as needed.
4. Parent orientations and conferences offered to the parents of ELL student, in their native language as necessary, as a means of informing them of the various choices of ESL programming. ELL students are given the LAB-R, NYSESLAT, Fountas and Pinnell assessments to determine their placement.
5. After reviewing the results of the Parent Survey and program selection forms over the past few years, the data reveals that all of the parents have selected their child to be in an ESL program with monolingual classes.

6. Based on parent responses, the program at MS 587 is aligned to parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							12	5	3					20
Total	0	0	0	0	0	0	12	5	3	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	6
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	2						9
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian							3	2	3					8
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	12	5	3	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. All ELL's receive their mandated ESL instruction through a push in/pull out model. Students are grouped by grade for ESL instruction. As per CR Part 154, all beginning and intermediate students receive 360 minutes of ESL instruction per week; all advanced students receive 180 minutes of ESL instruction per week. In addition, all ELLs receive at least 180 minutes of ELA instruction per week, taught by licensed English teachers. ELLs are programmed so that they are not pulled from ELA to receive ESL instruction. Our program provides instruction in English with native language support, emphasizing English language acquisition. Our school's emphasis is the alignment of ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects.

2. Our ESL teacher services students two days per week. All beginning and intermediate students receive 360 minutes of ESL instruction each week, divided into two blocks of 180 minutes each. Advanced students receive 180 minutes of ESL instruction per week, divided into two blocks of 90 minutes. All ELLs receive an additional 180 minutes of ELA instruction per week, taught by licensed English teachers. ELLs are programmed so that they are not pulled from ELA to receive ESL instruction.

3. ESL instruction supports content in science, social studies and the arts. The ESL teacher uses strategies including TPR, modeling, scaffolding, alternate text sets and attention to academic vocabulary in order to make grade level content accessible to ELLs.

4. a. MS 587 does not currently have any SIFE students. However, we do have a plan in place should any SIFEs enroll. Students would be assessed using running records, Fontas & Pinels, LAB-R (if not previously tested). Instruction would be targeted to the students assessed levels. Students would be encouraged to attend extended day and tutoring sessions after school.

b. All newcomers are assessed using running records, Fontas & Pinnells and LAB-R. Instruction is targeted to the students assessed levels. Students are grouped together by level. Scaffolds, including pictures, bilingual dictionaries, vocabulary development activities, alternate text sets, etc., are used to help develop academic English. All newcomers are encouraged to attend extended day and after school tutoring sessions. All newcomers receive 360 minutes of ESL instruction per week and an additional 180 minutes of ELA instruction.

c. All ELLs receiving service for 4 to 6 years are immersed in an intensified reading and writing program. Students read books with a focus on non fiction/content area text. AIS, RAMP-UP, Book Talks and the 25 Book Challenge help with vocabulary and academic language acquisition. Students are recommended for extended day small group instruction and after-school tutoring. In addition, all ELLs receive mandated ESL services.

d. Long Term ELLs receive intensified and personalized literacy instruction. In addition to mandated ESL services, all long term ELLs receive targeted AIS instruction, using Kaplan to target students' needs. In addition, they are coached in strategies that enable them to better understand test taking strategies. They are invited to attend extended day small group instruction and afterschool tutoring.

e. ELLs who are identified as having special needs receive ESL services to support their academic development. Hands on activities and a focus on communication enable students to express themselves orally and in print. Students are recommended for extended day small group instruction and afterschool tutoring.

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

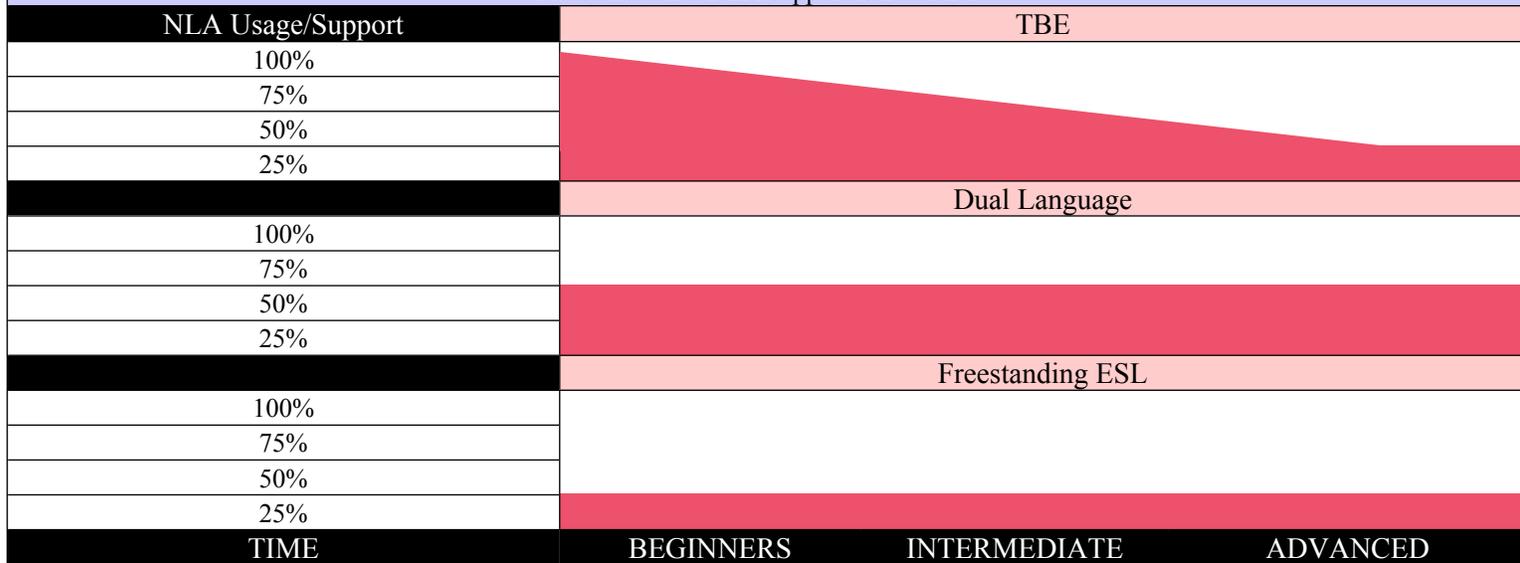
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. All ELL's are offered tutoring during the zero period, Extended Day, three times per week. The students areas of strengths and weakness are identified in the areas of ELA , Mathematics, Science and Social Studies through a variety of assessments. Teachers monitor these students and set goals for improvement. All ELL students have access to all SES and after-school programs. Instruction is delivered in English using RAMP UP, Impact Math and Prentice Hall Science and Social Studies series.
6. All ELLs reaching proficiency continue to receive ELA instruction and are offered extended day and small group tutoring after school. In addition, all students receive testing modifications, as appropriate, as per NYS Testing Regulations.
7. We will plan to program ELL students for additional suport in the areas of Social Studies and Science. Extensive professional development will be implemented for all staff in the areas of developing academic language through vocabulary and appropriate content based literature.
8. We will not discontinue any services or programs.
9. All ELLs are offered the same instruction opportunities as all other students at MS 587. The ELL students and their parents are made aware of all program offering both before, during and after-school. Information is provided to parents in their native language as needed via translation of materials written or orally. The after school programs include SES- Academic Advantage, Creative Outlet, 21st Century.
10. All ELLs receive content based instruction. Alternate text sets, which are grade level content at the student's reading levels, are provided in each content area. Technology programs including Renzulli, ACUITY, Brain Pop and Scholastic online offer instructional tasks and activities at the students' instructional levels. We also have bilingual dictionaries and bilingual libraries.
11. Every effort is made to have bilingual dictionaries and books available in each language represented by our ELLs.
12. All ELLs receive grade level content instruction that is age appropriate and aligned to the NYS Standards.
13. Newly enrolled ELLs and their families are invited to attend an open house Parent Orientation held each fall and spring. In addition, upon request, building tours are available.
14. At this time, there are no language electives offered to any students at MS 587.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. All staff members, including teachers, paraprofessionals, administration, SBST members, guidance counselors, and family workers at MS 587 participate in network PD and study groups that address the needs of ELLs. ELA teachers, school Librarian, Coaches, SETTS teacher and the Assistant Principal have participated in these study groups. In addition, the network has provided lunch and learns to the entire staff on strategies for developing academic vocabulary.

October 2010 - March 2011 - Monthly ELL Study Group - The Common Core Standards and Rigorous Performance Tasks

November 2010 - ELLs and the CCSS

December 2010 - Developing Rigorous Performance Tasks and Rubrics

January 2011 - CCSS and Writing

February 2011 - Looking at Non Fiction Reading and Writing

March 2011 - Getting Ready for NYSESLAT

2. Our network Youth Development and ELL support team members work closely with our school staff to assist ELLs as they transition from middle school to high school. All incoming ELLs are invited to participate in a spring orientation prior to their first year at MS 587. Our school Guidance Counselor, Parent Coordinator and ESL teacher support ELLs and their families through the High School application process.

3. All teachers at MS 587 receive ESL training provided by a licensed ESL teacher and/or network support during faculty conferences, grade conferences, Chancellor's professional development days and network PD offerings to ensure compliance with Jose P. Sign in sheets, agendas and handouts are maintained in the principal's office. All teachers have exceeded the mandated minimum of 7.5 hours of ESL training. Topics have included: word play, strategies for vocabulary development, read alouds, the CCSS and ELLs, performance tasks, and tiered words.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent involvement has increased this year, due to the newly elected and highly motivated PTA executive board. Although, we have many parent volunteers, we are in the process of identifying methods to reach and encourage all parents including parents of ELL students to attend meetings and workshops on a regular basis and support their child's academic progress. We send home school notices in Haitian Creole and Spanish and we also utilize a phone messenger to ensure that parents receive notification in their native languages.

2. We are partnered with the Leadership Program through the 21st Century grant. This organization offers a variety of workshops for parents including Test Prep for Parents, Understanding the Adolescent Child, nutrition, computer education and navigating the High School application process. All workshops are open to all parents, including ELL parents. When possible, translation services are available at these meetings.

3. We evaluate the needs of parents through a needs assessment, interest survey, conferences, workshops and meetings. The Parent Coordinator also reaches out to the parents to assess their needs.

4. Needs assessments have shown that many of our parents require assistance with helping their child academically. As a result, we hold parent workshops on test preparation for the ELA and Math assessments, High School application process, Math and Literacy strategies, ARIS training, Meeting the Needs of Adolescent Learners and NYC promotional requirements. We have also offered a GED prep course for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	2	0					5
Intermediate(I)							5	1	2					8
Advanced (A)							4	2	1					7
Total	0	0	0	0	0	0	12	5	3	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							2	0	0				
	A							5	1	0				
	P							5	4	3				
READING/ WRITING	B							3	3	0				
	I							5	1	2				
	A							4	1	1				
	P							0	0	0				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		5		1				10
7	2		1		1				4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	2		1						3
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use Fountas and Pinnell, LAB-R and NYSESLAT to assess the early literacy skills of our ELLs. The data tells us that our ELL students perform better on the listening and speaking portion of the NYSESLAT than the reading and writing sections. 18 out of 20 students scored at the advanced or proficient levels in listening and speaking and 6 out of 20 students scored at the advanced or proficient levels in reading and writing. Overall, our students are not meeting the standards on the New York State assessments in ELA and Mathematics: based on the data 11 students scored at level 1 and 5 at level 2 on the NYS ELA exam; 8 students scored at level 1 and 7 scored at level 2 on the NYS Math exam. However, our NYSAA student scored at level 4 on the mathematics assessments. As a result of the analysis of this data, the school has to place an emphasis on the development of literacy and writing skills across the curriculum and grades, focus on providing professional development on using appropriate ELL methodologies to build their academic vocabulary, comprehension and writing skills. In addition, strategic programming must be implemented to address the needs of these students and provide additional time for teachers to collaborate to analyze and discuss students work, plan instructional tasks and set appropriate goals to monitor and support students progress.

2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that the most of our students are scoring at the

3. As a result of the data patterns revealed in the NYSESLAT modalities, the school will focus on reading and writing across the content areas and grades. The implementation of skill of the week, read alouds, reading logs, book talks, journals, interactive word walls and graphic organizers will be incorporated in all curriculum areas. Literacy and mathematics instruction, assessments and projects will require students to respond to short and extended response questions and word problems. The ESL instructor and network support staff will continue to provide workshops on developing comprehension, writing, content vocabulary, language acquisition and ESL methodologies.

4. Through the assessment analysis across grade and proficiency levels, we have found that in the 6th grade, three students scored at the beginners level, five at the intermediate level and four at the advance level, on the 7th grade, two students scored at the beginners level, one at the intermediate level and two at the advance level, on the 8th grade, there are no students at the beginners level, two students scored at the intermediate level and one scored at the advance level. The student results on the NYS ELA and Math test across grades also demonstrate that students are not meeting proficiency. The results of the 2010 ELA test show that in grade 6, there are five students at level 1 and three students at level 2, in grade 7, there are four students at level 1, in grade 8 there is one student on level 1 and two students on level 2. The results of the 2010 Math test show that in grade 6, there are four students at level 1, five students at level 2 and one student at level 3, in grade 8 there are two students at level 1, one student at level 2 and one NYSAA student who scored a level 4.

The school leadership and teachers are collaborating during common planning and grade meetings to look at the data and analyze student work. We are using the data on ARIS and ACUITY as well as teacher assessments and evaluations to identify students areas of strengths and deficiencies. The ELL students have become the focus of our inquiry team work. Administrators and teachers are using the item analysis to guide instructional practices, group students and plan differentiated tasks and activities and inform staff professional development needs.

From the periodic assessments we are learning that as a school community, we have to provide intensive support to our ELL population in the areas of reading comprehension, vocabulary and writing strategies.

6. We evaluate the success of the ELL program by looking closely at the results of this subgroup over time on the Acuity assessments, NYSESLAT, NYS exams, classwork, portfolios, quarterly progress reports, report cards, student conferencing and teacher observations and evaluations.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Middle School for the Arts					
District:	17	DBN:	17K587	School		331700010587

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.7	90.1	88.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	103	96	138				
Grade 7	114	114	96				
Grade 8	127	120	128				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	10	9	13				
Total	354	339	375				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.7	88.1	89.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	98.4	91.9	94.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	16	30

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	27	30	28	Principal Suspensions	132	90	151
# in Collaborative Team Teaching (CTT) Classes	16	14	18	Superintendent Suspensions	57	44	43
Number all others	26	16	34				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	33	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	10	7
# receiving ESL services only	18	19	TBD				
# ELLs with IEPs	1	6	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	6	27	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	45.7	63.6	67.7
				% more than 5 years teaching anywhere	60.0	66.7	77.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	85.0	90.3
American Indian or Alaska Native	0.6	0.0	0.3	% core classes taught by "highly qualified" teachers	91.7	95.7	82.8
Black or African American	92.4	93.2	92.8				
Hispanic or Latino	5.6	6.2	6.4				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.3				
White	1.4	0.6	0.3				
Male	50.8	50.1	52.5				
Female	49.2	49.9	47.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2		v		
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	16.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	0.8	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	7.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf