



NEW YORK CITY MUSEUM SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M414

ADDRESS: 333 WEST 17TH STREET, NY, NY 10011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M414 **SCHOOL NAME:** New York City Museum School

SCHOOL ADDRESS: 333 West 17th Street

SCHOOL TELEPHONE: 212 675-6206 **FAX:** 212 675-6524

SCHOOL CONTACT PERSON: D. H. Miller **EMAIL ADDRESS:** DMiller@schools.nyc.gov

POSITION/TITLE - PRINCIPAL **PRINT/TYPE NAME D. H. MILLER**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Amses

PRINCIPAL: D. H. Miller

UFT CHAPTER LEADER: Michael Rucci

PARENTS' ASSOCIATION PRESIDENT: Denise Amses

STUDENT REPRESENTATIVE:
(Required for high schools) Julia Blumenthal, Alexandra Jimenez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 206

NETWORK LEADER: Jayne Godlewski

SUPERINTENDENT: Elaine Gorman

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
D. H. Miller – Principal	*Principal or Designee	
Michael Rucci - Staff	*UFT Chapter Chairperson or Designee	
Denise Amses - Parent	*PA/PTA President or Designated Co-President	
Kim Dramer - Parent	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Julia Blumenthal - Student	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Frank Dow - Parent	Member/	
David Albin - Staff	Member/	
Alexandra Jimenez - Student	Member/	
Joel Lowy - Staff	Member/	
Claudia DePeyster - Parent	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

The vision that sustains the NYC Museum School is the belief that extensive use of experiential learning in the museums and cultural sites of the city afford our students a rigorous educational curriculum rooted in the fundamental excitement of learning. Outside of the isolated classroom, when students experience the real things that exist in this world in the form of the primary resources available to them in this rich city, they have a much better chance of comprehending the value of history, language, science and mathematics in everyday life and throughout the history of civilization..

The NYC Museum School will continually strive to achieve excellence in the six key elements of a successful school: data-driven planning and adjustments to plans, a rigorous instructional program, student engagement, personalized attention, clear focus and standards-based expectations, and school-based professional development and collaboration.

The mission of the Museum School and the vision for its future are rooted in the values and beliefs that have traditionally sustained the school:

- The use of data to identify school, student, class and program needs
- Student-centered, active, inquiry- and project-based learning
- The unique, positive impact of museum-based learning using primary resources and museum experts
- The importance of heterogeneity in developing interpersonal skills and resiliency
- High expectations for all students' progress
- Multiple ways of assessing student learning based on state standards
- Multiple ways of delivering instruction
- Collaboration for achieving successful instruction and student learning
- Reflective teaching and leading that generates continuous improvement
- The sense of community between students, teachers, parents, and museum professionals
- Collegiality among staff
- The Museum Learning Process as applied strategies for life-long learning

HISTORY

In 1993, a group of museum administrators collaborated with one of New York City's progressive superintendents to answer a call for smaller, community-based schools that would better serve the needs of adolescents. The founders, Sonnet Takahisa and Ron Chaluisan, proposed a secondary school in which students would use museum resources to meet city and state curricular mandates in all subject areas. Convinced that the richness of the museum environment would stimulate curiosity and provide opportunities for engaged learning and the sharing of knowledge, they recruited staff, parents and

students. In September 1994, with support from CSD 2 and the Fund for New York City Public Education to develop small schools and a grant from New Visions for Public Schools (initially the Aaron Diamond Foundation), the New York City Museum School (the Museum School) opened as a fully accredited school.

The Museum School was created as a school that would accept children of diverse talents and abilities, from all income levels and ethnic groups, offering an education with the academic rigor of a traditional college preparatory school combined with the project-based approach of a progressive elementary school. The Museum Learning Process™ (MLP) emulates the critical thinking strategies of discovery modeled by the work of museum professionals. The time the Museum School students spend in our partner museums—American Museum of Natural History, Brooklyn Museum of Art, Japan Society and the South Street Seaport Museum (the school also has a special relationship with the Metropolitan Museum of Art and the Rubin Museum)—and the project-based work they do in these institutions and in their home-base classrooms make their academic experiences and our school unique. The school graduated its first high school class in June 2001. Starting with that class in 2001, the NYC Museum School seniors have achieved 100% college acceptance rate, with many scholarships and financial aid offers.

The New York City Museum School is currently an affiliate of Cluster 2, headed by Charles Amundson. Jayne Godlewski is the school's Network Leader. The school is also part of the Manhattan High Schools Superintendence, headed by Elaine Gorman. The school's SATIF is Jacky Grossman.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	N.Y.C. Museum School									
District:	2	DBN:	02M414	School BEDS Code:	310200010414					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded			
	2		6		10	√				
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		92.1	91.0	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment :						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		98.1	98.6	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment :						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		37.4	37.4	47.4			
Grade 6	0	0	0	Students in Temporary Housing - Total Number :						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		1	12	TBD			
Grade 9	111	114	139	Recent Immigrants - Total Number :						
Grade 10	124	109	109	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	104	124	109		2	0	0			
Grade 12	83	95	110	Special Education Enrollment:						
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Total	422	442	467		0	0	0			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	9	6	TBD			
# in Collaborative Team Teaching (CTT) Classes	36	30	34	Superintendent Suspensions	7	4	TBD			
Number all others	10	19	24	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	N/A	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0			
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	28	29	TBD			
# receiving ESL services only	10	4	9							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	4	3	Number of Administrators and Other Professionals	5	5	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	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
	1	0	TBD	% fully licensed & permanently assigned to this school	92.9	98.6	TBD
				% more than 2 years teaching in this school	35.7	27.6	TBD
				% more than 5 years teaching anywhere	17.9	31.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	82.0	90.0	TBD
American Indian or Alaska Native	0.2	0.5	0.4		91.3	96.8	TBD
Black or African American	19.9	19.0	18.1				
Hispanic or Latino	39.8	38.2	37.5				
Asian or Native Hawaiian/Other Pacific Isl.	19.9	24.7	27.6				
White	20.1	17.4	17.6				
Male	48.8	47.5	46.4				
Female	51.2	52.5	54.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		√	
Math:				Math:		√	
Science:				Graduation Rate:		√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	79.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	5.4			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	47.9						
(Comprises 60% of the Overall Score)							
Additional Credit:	6						
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			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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 school's 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?
-

Improvement:

We have managed to maintain a grade of "A" on our school report card; however, this year our A was almost 10 points higher than last year.

Our attendance has improved dramatically. Last year we ended at 92.6, and so far this year we have managed 94% attendance.

Our Learning Environment Survey, while still low, is higher than last year.

Attendance at our PTA meetings is 30% higher than last year.

In response to the LES, we have increased the number of enrichment courses offered to students.

These are new:

- Advanced Placement Biology
- Honors Senior English

The Principal teaches this new English class.

In response to the LES, we have increased the number of clubs offered to students. These are new:

- Photography Club
- Environmental Awareness Club
- Gay – Straight Alliance
- History Club
- Book Club
- Japan Club
- Drama Club
- Chess Club

The school was able to institute greater teacher leadership through the Professional Development Team that meets bi-weekly at lunchtime with the principal. The purpose of this Inquiry is to explore ways of facilitating the understanding by staff of the Common Core State Standards. The members of this team meet weekly with a group of teachers to study and discuss the implications of the CCSS. The staff voted to set aside one Extended Day period per week to study the CCSS. Everyone on the staff is engaged in this weekly study.

Trends:

The initiative begun previously, that of moving steadily toward an evaluation and grading system that measures mastery of learning targets as opposed to compliance with assignment tasks, has continued to spread in positive ways. Grade-books reflect objectives as opposed merely to tasks, and formative assessment tends to be the norm rather than the exception. In addition, teachers have improved in their skills to differentiate learning. Also, Wiggins and McTighe's *Understanding by Design* continues to be more standard in planning than ever before.

Needs:

We must move our mathematics and science (Chemistry) agenda forward to improve formative assessment.

We also wish to raise passing rates on these Regents:

Advanced Algebra and Trigonometry
Integrated Algebra
United States History and Government
Global History and Geography

In addition, we would like to see more students receive Advanced Regents Diplomas.

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.

Our school district (NYCDOE) recently adopted the Common Core State Standards. It is our goal to study the goals over the course of this school year with an eye toward each department having completed the study by May of 2011. From September through March this study will take place by department. From April through June this study will take place across disciplines and by grade. In June, based on our study, the school also hopes to begin curricular work that encompasses the new Standards.

Our school is making efforts to increase our score on our Learning Environment Survey.

Our school is making efforts toward the school-wide integration of the Common Core State Standards beginning in September 2011. To do this, the school must spend time this year in study of the Standards.

We have as a goal to increase the number of students receiving Advanced Regents diplomas.

We are striving to increase the pass rate on the Advanced Algebra and Trigonometry Regents.

We are striving to increase the pass rate on the US History and Government Regents.

We' hope to increase the pass rate on the Integrated Algebra Regents.

We hope to increase the pass rate on the Global History Regents.

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 (where relevant): United States History

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>. By June 2011 we expect a 7% increase in the passing rate of the United States History and Government to 83%.</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>	<ul style="list-style-type: none"> • The 11th grade teacher will move with the students into grade 12. • The 11th and 12th grade teachers are enrolled in Teaching American History and Picturing America workshops. • There is an ICT class in this subject. • Teachers in both grades are part of a continued school-wide practice in differentiation. • There is an allocation that will enable the purchase of review books for the students. • Take-home copies of the textbook have been purchased for each student in both grades. • Students will be assigned to Extended-Day based on recommendations from the two teachers. • Teachers will do extensive work in Thematic and DBQ essay writing, using the SED rubric and anchor papers. • Teachers will incorporate from the CCSS the strand for “writing argument” grades 11-12. • Students will take a mock-Regents in November. • Students will be assigned to tutoring and Saturday Academy in the spring based on their performance on the January 2011 Regents.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Teacher per session funds and OTPS (classroom supplies)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom observations of student and teacher performance • Analysis of marking period grades • Looking at student work around the Thematic and DBQ essay • Analyzing student average performance on multiple-choice assessments • Evidence of differentiation • Student performance on the mock Regents in November • Attendance at Extended Day tutoring

Subject/Area (where relevant): Advanced Algebra and Trigonometry

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the passing rate of seniors who have taken the Advanced Algebra and Trigonometry Regents will reach 33%</p>
<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>	<ul style="list-style-type: none"> • Students will be programmed into Extended Day for remediation. • Class size is reduced for 12th graders taking mathematics. • Students will be assigned to AIS as needed. • A push-in teacher will be assigned to the math class. • An allocation provides for the purchase of review books. • Teacher will be selected based on proficiency with differentiation. • Students will take a mock Regents in November • Students will attend Saturday Academy in November, December and January • The teacher will inculcate the CCSS around persistence and multiple pathways.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	Teacher per session has been allocated. Review books will be placed through OTPS (classroom supplies).
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Classroom observations of students and teachers • Analysis of marking period grades • Looking at student work • Evidence of differentiation • Marking period grades • Analysis of assessments • Results on the mock Regents

Subject/Area (where relevant): Advanced Regents Diploma

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	In June 2011 we expect to raise the number of graduates earning an Advanced Regents Diploma from 4% in June 2010 to 24% in June 2011 – a 20% increase
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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>	<ul style="list-style-type: none"> • Students who failed the Advanced Algebra and Trigonometry Regents in grade 11 (June 2010) will be programmed to take the class in their senior year (see Goal 2). • Seniors will be programmed to take Physics or AP Biology as a 4th year of science. • All seniors passed the ELA Regents in grade 11. • Students will receive increased help in US History and Government to assure passing the Regents in January 2011 (see Goal 1). • The senior guidance counselor will meet regularly with students and teachers to make sure they remain on track. • Grade-level meetings will be geared toward all students achieving the highest level diploma. • All students who successfully remain on track will receive special incentives and celebrations. • Students and their parents will sign contracts to ensure focus and success toward achieving the diploma. <p>Students will attend Saturday Academy in Math, History or Science, as needed</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Teacher per session has been scheduled.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Grade-level meeting reports • Conferences with guidance counselor • Conferences with students • Scholarship reports • Mock-Regents results in social studies and mathematics • Marking period grades in science <p>Conferences with and observations of students and teachers</p>

Subject/Area (where relevant): Global History and Geography

<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>	<ul style="list-style-type: none"> • Use administered diagnostic to plan differentiation • Expand methods of formative assessment • Assign students to Extended day based on diagnostic • Use MP scholarship reports to adjust Extended Day assignments • Incorporate use of CFN math learning specialists • Provide per session Saturday Academy as needed • Use targeted assessments • Give mock Regents in January
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Teacher per session has been scheduled. OTPS funds (classroom supplies) will be used for review books.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Class observations Scholarship reports Intermediate assessments Mock Regents results</p>

Subject/Area (where relevant): Learning Environment Survey

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By spring 2011 we hope to increase our rating from 6/16 to 8/16.</p>
<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>Allow student government to take initiative around student engagement. Have students select clubs they would like to have. Create an English Honors Class for seniors. Principal to teach an English course. Principal to have more frequent lunch meetings with students.</p>

	<p>Create greater opportunity for student fundraising. Hold bi-monthly assemblies instead of monthly.</p> <p>Encourage SLT and PTA to take initiative around parent engagement. Increase home letters to postal mail as well as email and backpack. Make more widespread use of translation services Mount more parent activities during the school day. Allow parents to select from a menu of interest areas.</p> <p>Encourage a forum among teachers to meet with principal around environment issues. Encourage UFT leadership to take a more productive stand with teachers. Increase the monthly staff updates to two. Give teachers written feedback for ALL class visits, and eliminate oral feedback. Create even more opportunity for teacher inter-visitation. Increase to 7 the number of teachers on the Leadership Team. Hold grade-level and department meetings bi-monthly. Allow teachers to form inquiry around the CCSS. Use CCSS as a learning framework. Purchase nicer furnishings for the teacher resource room. Purchase PD books for teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>As included above.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim surveys for 3 groups. Attendance at parent functions. Attendance at student social functions. Teacher participation in leadership opportunities. Greater teacher attendance at SLT meetings. Greater teacher ownership of professional development. Use of per session opportunities. Anecdotal data based on conversations with teachers and leadership team. Increased number of parents and teachers taking part in the survey.</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with 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>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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								
7								
8								
9	15	9	13	6	10	0	0	0
10	12	20	13	21	7	0	0	0
11	9	51	33	22	5	0	0	0
12	11	13	16	12	5	0	0	0

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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:	<ul style="list-style-type: none"> • After school small group tutoring • Intensive Friday AIS pull-out program in which students get focused help in place of museum module project work
Mathematics:	<ul style="list-style-type: none"> • After school small group tutoring • Intensive Friday AIS pull-out program in which students get focused help in place of museum module project work
Science:	<ul style="list-style-type: none"> • After school small group tutoring • Intensive Friday AIS pull-out program in which students get focused help in place of museum module project work
Social Studies:	<ul style="list-style-type: none"> • After school small group tutoring • Intensive Friday AIS pull-out program in which students get focused help in place of museum module project work • Saturday Academy
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • One-to-one counseling • Small group counseling • Referral to outside service providers
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • SETSS testing and evaluation • One-to-one conferencing with students and parents • Referral to outside service providers
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • One-to-one conferencing with students and parents • Home visits • Referral to outside service providers
At-risk Health-related Services:	<ul style="list-style-type: none"> • Nurse conferences with students and parents • Nurse refers students and families to outside service providers

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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.

- There will be no 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.
- Our school’s 2009-10 Title III 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

Grade Level(s) 9-12 Number of Students to be Served: 4 LEP 436 Non-LEP

Number of Teachers 35 Other Staff (Specify) 2 school aides, 1 secretary, 1 parent coordinator, 2 guidance counselors

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – 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. They may use both English and the student’s native language and 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 CR Part 154. In the space 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.

All Title III money received at the NYC Museum School is budgeted for Translation Services (\$2322), so there is no language instruction program funded by Title III.

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.

ESL providers will attend professional development workshops including Wilson Reading training, workshops/seminars conducted by the principal, and other workshops provided our Children First Network.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$0	
Purchased services - High quality staff and curriculum development contracts.	\$0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$0	
Educational Software (Object Code 199)	\$0	
Travel	\$0	
Other	\$0	
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.

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

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.

The school has 2 major language needs: Spanish and Chinese (both Mandarin and Cantonese). Although a greater percentage of our school's population is of Hispanic origin, only about 15% of our parents require translation and interpretation services in Spanish. Conversely, 18% of our parents require translation and interpretation services in Chinese, though there are fewer Chinese students. Additionally, about 5% of our parents require translation and interpretation services in Arabic. Letters are translated into all 3 languages, in addition to Russian, and Serbian, to inform the community of the availability of services, and how to request such services. The findings of our surveys are discussed at a staff meeting, and teachers are provided with resources to use when needing materials translated. All teachers are given the over-the-phone interpretation unit's phone number, so that they can communicate with any parent when necessary.

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.

We will send translated letters to parents informing them of parent-teacher conferences, PTA meetings, and other important events. Letters will be sent to the DOE Translation Bureau for translation, or will be translated by in-house school 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.

In-house staff will provide oral interpretation services for one-on-one conferencing when possible. During larger events such as parent-teacher conferences, oral interpretation services will be provided by an outside contractor.

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>.

Parental notifications are sent home by mail, and signs in 8 languages are posted in the general office, room 222. When calling the school, Spanish-speaking parents are redirected to extension 228 where a Spanish speaking staff member (Joel Lowy) will assist.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			\$267,547.
2. Enter the anticipated 1% set-aside for Parent Involvement:			\$2,675.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96%
6. If the percentage of high quality teachers during 2008-2009 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. There are 3 teachers affected. Two took the HOUSSE surveys online to upgrade. A third teacher is completing courses.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

The school’s needs assessment will be conducted in multiple ways. First and foremost will be an instructional evaluation of teaching and learning, through frequent classroom observation of all teachers. Critical scholarship and examination data will be analyzed, including New York State Comprehensive Regents Examinations, Acuity® Period Assessments (both formative and predictive), Performance Series Computer-Adaptive Tests, NYSESLAT, and PSAT. Current performance will be analyzed in comparison with similar schools and with citywide averages, and performance trends will be identified. Teachers’ specific individual needs are assessed and addressed through on-site and off-site professional development opportunities, and goals are set for each teacher in September. Results from School Quality Reviews and NYCDOE Progress Reports, including learning environment survey results, student progress, and student performance.

Our 2009-2010 Progress Report grade was “A,” however several areas still demonstrate a need for improvement, including the conveyance of high academic expectations for students and the level of engagement in class. Though the school out-performs its peers in the areas of student performance and student progress, our Math and Science exam pass rates need improvement in order to meet the standards of performance set by the school administration. On our last School Quality Review, we received the grade of “Proficient,” but the needs for improvement that were cited include using data to set long-term challenging goals, developing differentiated instruction, and raising the level of staff expectation of student potential. Because the school received the grade of “A” on the last two Progress Reports and “Proficient” on the last two School Quality Reviews, we did not have an annual School Quality Review during 2009-2010, but are scheduled tentatively for a review this year.

The results of our last internal needs assessment show that students’ performance on mathematics Regents exams requires improvement. Teachers’ development in the area of differentiation has helped, but increased time in these subject areas is still needed, as we have lacked the resources to be able to hire support personnel. Chemistry Regents scores need improvement. Although there has been an increase in overall performance on the Global History and Geography Regents exam, our special education students have underperformed, and still require additional support. Collaborative Team Teaching (CTT) is under development to enhance the program to better meet the needs of struggling learners and to present a model that is truly a collaborative between the special education teacher and the general education teacher. However, much more training, support, and resources are needed. Finally, the English department is continuing its work on a 4-year (9-12) curriculum map in English Language Arts.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Teachers have undergone extensive professional development around differentiated instruction, assessment, backwards planning, with the long term goals of increasing student performance at the mastery level in all courses and on all assessments, and of increasing the overall level of rigor in all courses. To that end, the school has hired a staff developer with expertise in these areas, to work with a subset of teachers identified by the principal and assistant principal as most in need of development. We currently offer one Advanced Placement course (AP Biology), and are planning on developing the Advanced Placement program so that we can offer AP English, history, and/or math, courses in the future. Teachers receive data after each marking period, with the progress of students from historically underserved populations highlighted, and teachers also received extensive professional development on the use of the ARIS system to track student progress and inform instruction. Low academic achieving students who are most at risk receive intensive academic intervention services on Fridays, in which the entire day is spent with one or more of three learning specialists, devoted to accelerating their students to catch up to their peers’ performance levels.

3. Instruction by highly qualified staff.

100% of our school's teachers are highly qualified in all core subject areas. The school continues to prioritize the careful and diligent hiring practices in order to ensure our continued success in attracting and keeping highly qualified staff with excellent student achievement results.

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.

The school uses its twice-a-month contractually mandated staff meetings for intensive professional development, lead by the principal, around differentiation, increasing academic rigor, assessment, grading practices, backwards planning, and other department-specific best practices that are founded on solid research and proven effectiveness with all students. The staff also passed an SBO vote that allows the Monday extended-day period to be used for meeting time. Our students regularly meet or exceed New York State's student academic standards, yet we continue to push our teachers and our students toward mastery of standards and toward adherence to the new Core Curriculum Standards.

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

Our school aggressively seeks to attract high-quality highly qualified teachers to our school by widely advertising all available positions as early as possible, attending hiring fairs, conducting multiple interviews with multiple faculty participants, requesting writing samples, curricula, and lesson plans from prospective teachers, and observing demonstration lessons.

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

In addition to regularly scheduled Parent-Teacher Association meetings, parent-teacher conferences, regular phone calls home to report on academic progress, and other outreach, the school has begun two new initiatives to increase parental involvement and awareness of student progress in school. First, we have opened our Friday museum program to parents and guardians. We regularly invite parents and guardians to attend our museum programs as chaperones or guests, to create a stronger awareness of our unique academic program and to connect families with local community-based organizations or resources. Second, to combat the problem of late arrival to school, parents receive a phone call at home, work, or cell, any day that their child arrives late to school, at the moment the child arrives. Parents are often unaware when students, especially those who travel from outside of Manhattan, arrive late to school, and we have drastically reduced lateness to school through this new program, thereby increasing overall attendance and increasing overall academic performance. Parents have widely expressed gratitude and support for these two new initiatives.

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.

not applicable

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 have received extensive training in the use of Acuity Periodic Assessments, Performance Series Assessments, and the ARIS tool to monitor the learning of all students. Teachers also participate in the School Leadership Team, the Parent-Teacher Association, the Inquiry Team, and other committees to give input about school-wide decisions, including the use of school-generated academic assessments and the selection of each year's period assessments.

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.

Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are immediately identified and assigned to an extended day small group instructional section, four days per week. These placements are based on academic assessments by teachers, immediate administrative and guidance counselor review of each marking period grade, and previously identified Regents Exam gaps. In the most severe cases, students receive intensive academic intervention services on Fridays, in which the entire day is spent with one or more of three learning specialists, devoted to accelerating their students to catch up to their peers' performance levels.

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.

Students in grades 9 and 12 take a unique health and wellness course that connects students and families with various community-based organizations that teach about nutrition, exercise, violence prevention, drug and alcohol abuse, and more. In addition, students in grade 11 do an internship at a local business, not-for-profit organization, or other community-based organization, to develop job training and interpersonal work skills.

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 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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.

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$267,547	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$40,605	✓	
Tax Levy	Local		✓				

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

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.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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.

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

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

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.)

There is currently 1 student in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

All parents and guardians of students in temporary housing are informed of their rights pursuant to the McKinney-Vento Act. All students in temporary housing are encouraged to utilize all resources the school can provide, including meals, transportation, counseling, parent resources, health services, and other educational resources to ensure the successful and uninterrupted education of all students.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	N.Y.C. Museum School					
District:	2	DBN:	02M414	School		310200010414

DEMOGRAPHICS

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

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		92.1	91.0	92.5
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	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	114	139	109				
Grade 10	109	109	130				
Grade 11	124	109	106				
Grade 12	95	110	95				
Ungraded	0	0	0				
Total	442	467	440				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.1	98.6	99.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	37.4	47.4	47.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	12	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	0	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	0	0	0	Principal Suspensions	9	6	21
# in Collaborative Team Teaching (CTT) Classes	30	34	29	Superintendent Suspensions	7	4	9
Number all others	19	24	20				

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	N/A	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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	4	9	TBD	Number of Teachers	28	29	30
# ELLs with IEPs	4	3	TBD	Number of Administrators and Other Professionals	5	5	5

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
	0	0	0

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
	1	0	6	% fully licensed & permanently assigned to this school	92.9	96.6	100.0
				% more than 2 years teaching in this school	35.7	27.6	50.0
				% more than 5 years teaching anywhere	17.9	31.0	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	90.0	90.0
American Indian or Alaska Native	0.5	0.4	0.2	% core classes taught by "highly qualified" teachers	91.3	96.8	94.3
Black or African American	19.0	16.1	14.1				
Hispanic or Latino	38.2	37.5	35.9				
Asian or Native Hawaiian/Other Pacific	24.7	27.6	33.4				
White	17.4	17.6	16.4				
Male	47.5	45.4	42.7				
Female	52.5	54.6	57.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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				v	v	v	
Ethnicity							

American Indian or Alaska Native						-	
Black or African American					-	-	-
Hispanic or Latino					v	v	
Asian or Native Hawaiian/Other Pacific Islander					-	-	-
White					-	-	-
Multiracial							
Students with Disabilities					-	-	-
Limited English Proficient					-	-	
Economically Disadvantaged					v	v	
Student groups making					3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	81.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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

**Title I Parent Involvement Policy and Parent-School Compact
NYC Museum School (02M414)**

Section I: Title I Parent Involvement Policy

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

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math, and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association, and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills; understanding educational accountability, grade-level curriculum, and assessment expectations; literacy; accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

NYC Museum School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a collection of instructional materials for parents;
- hosting events to support parents/guardians, grandparents and foster parents asserting leadership in education for their children;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; and
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Section II: School-Parent Compact

NYC Museum School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. NYC Museum School staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities that is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits; and
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams); and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

**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 CFN 206	District 02	School Number 414	School Name NYC Museum School
Principal D. H. Miller		Assistant Principal Joel Lowy	
Coach		Coach	
Teacher/Subject Area Marie Claire Chaudior/ESL		Guidance Counselor Jennifer Masnick	
Teacher/Subject Area Geoffrey Cobb/ESL		Parent Kimberly Dramer	
Teacher/Subject Area Caroline Benjamin/Spec. Ed.		Parent Coordinator Carol Folds	
Related Service Provider		Other	
Network Leader Jayne Godlewski		Other	

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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	440	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	0.91%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.
- 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.)
 - 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.
- When admitting students new to the Department of Education, the pupil accounting secretary and/or school guidance counselor ensure that parents complete a home language survey. Students identified as possible ELLs are administered the LAB-R exam by a licensed ESL teacher. Students who are identified as ELLs prepare for and take the NYSESLAT in the Spring.
 - The only program in place at our school is a Freestanding ESL program. Parents are given a clear explanation of the program and how their students will participate.
 - The parents of students identified for services are given the Parent Survey and choice of program selection. Within 10 days, students are subsequently given a program which includes appropriate ESL instruction until reaching proficiency on the NYSESLAT, and modified ESL support for 2 transitional years after attaining proficiency. The school parent coordinator arranges orientation for ELL parents at the beginning of the year and on an individual basis during the year if required.
 - Students are placed in beginning, intermediate, or advanced ESL classes based upon their LAB-R or most recent NYSESLAT results. Parents are informed of their children's placement in their native languages.
 - 5 and 6. Our school only has a freestanding ESL program, and parents have thus selected that program.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	2

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2		1				2		1	4
Total	2	0	1	0	0	0	2	0	1	4

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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												1		1
Chinese										1			2	3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	1	0	1	2	4

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.
- 1a. The school has 3 sections of self-contained ESL instruction, taught by a licensed ESL teacher. ELLs also receive push-in ESL instruction if also scheduled for a Collaborative Team Teaching section of English, Math, Science, and/or Social Studies.
- 1b. The self-contained ESL classes use a homogenous ungraded model, and the push-in instruction is by block.
- 2a. Advanced ESL students in the free-standing ESL classes meet 4 times per week in 53-minute blocks, to meet the 180-minute minimum. They also receive ELA instruction 4 times per week in 53-minute blocks. Our 1 intermediate student receives a free-standing ESL class 4 times per week in 53-minute blocks, as well as push-in instruction 5 times per week in ELA class, which meets the 360-minute minimum.
3. All instruction is in English, and thus ESL students in content-area collaborative team teaching structures get assistance in the content-area from push-in teachers.
- 4a. We have no SIFE students.
- 4b. We have no newcomers.
- 4c and d. Our ESL team seeks to provide appropriate transitional support for ELLs who have been receiving service for more than 4 years, by ensuring that students have access to native language materials (like dictionaries and readers) to foster greater independence. We also attempt to program those students with teachers who have experience working with ELLs in their classrooms.
- 4e. Our ELLs with special needs are encouraged to participate in the school's pull-out Resource Room program or push-in Collaborative Team Teaching program. That way they can receive on-the-spot support for learning needs that may be connected to ESL issues.

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

5. ELLs who do not show success in their classes are placed in an intensive Academic Intervention Services program that meets all day on Fridays. Students receive small group instruction, one-on-one tutoring and conferring, additional support materials, Wilson method reading instruction, and multi-media resources to ensure success across the content areas.
6. For 2 years after ELL students reach NYSESLAT proficiency, we continue to offer testing accommodations and after-school small group tutoring, to ensure a smooth transition into the mainstream program. Our ELL students have always reached graduation requirements within 4 years, but in the event that we have a student who does not reach those requirements within 4 years, we will ensure proper programming of the student in an ESL course with a teacher who is familiar with the literacy issues facing students of that first language. Outside of their regular academic programming, we will ensure appropriate summer ESL enrichment in summer school, as well as focused after-school ESL tutoring and the use of online English language support courses through Aventa Learning.
7. none
8. none
9. NYCMS provides a rigorous integrated curriculum requiring students to apply the knowledge they acquire in their subject-based classes to interdisciplinary studies jointly designed by subject teachers and supported by museum education programs. The interdisciplinary "Museum Module Projects" provide ELLs with invaluable experiential learning in the English language. These courses of study require extensive observation of objects in non-school environments, such as museums expositions, and the physical city, followed by note-taking, discussion, reading and research, writing, and speaking. Assessment of student achievement is based on written work and oral presentation, which are the culminating activities of these courses of study. Cultural aspects of the modules honor the native backgrounds and languages of students. The museum study, along with literature used in the humanities, honors native cultures and scaffolds instruction from native language to English. ELLs are also supported in learning content and academic language through small group instruction during the school day, as well as through mandated after school tutoring sessions. ELLs attend regular assemblies along with non-ELL students, during which issues of school community, diversity, cultural identity, and languages are discussed.
10. The school librarian provides access to materials and websites, which support learning for students and provide resources for teachers. Spanish speaking students have access to native language materials in their classrooms and in the school library.
11. All instruction is 100% in English, but if a child requires support, we use a "buddy system" in which an ELL student is paired with an English-speaking student in class, as well as providing time in which an ELL student meets with a bilingual teacher who speaks their native language, to fill in instructional gaps and clarify class work.
12. yes
13. Newly enrolled ELLs and their families are invited to the school to participate in 2 orientations -- one in the Spring and one in the early Fall, at which translators and interpreters are available to assist them.
14. Spanish and Japanese

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

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.

The principal has ensured that all teachers at NYCMS have participated in high quality, literacy-focused professional development. This PD is ongoing and is based aligning each department with the new core standards. Examination of ideas found in Wiggins and McTighe's Understanding By Design, Fred Newman's A Guide to Authentic Instruction and Assessment, Vygotsky's "Zone of Proximal Development," Bloom's Taxonomy, and other high quality pedagogic resources specific to ELLs have also been used. Further PD is scheduled to address literacy across the curriculum. Teachers of ELLs have common planning time during departmental and grade level meetings, during which they can discuss and review approaches used for bringing ELLs closer to English proficiency.

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. Parents at the Museum School, including parents of ELLs, are involved in the school in various ways. The School Leadership Team has parent membership, and meets monthly to discuss important school-wide issues. There is an active Parent-Teacher Association that meets monthly, and recruits new parents regularly. At general monthly meetings, there is always a Spanish-speaking interpreter and sometimes a Chinese-speaking interpreter, to ensure that parents of ELLs can participate. At all Title I parent meetings there are Spanish- and Chinese-speaking interpreters.

2. The Hudson Guild Beacon program is a community based organization that resides in this school building, and offers a variety of adult education courses, including English language classes for parents of ELLs.

3 and 4. The needs of parents are evaluated yearly through analysis of home language surveys and informal school-generated surveys that are distributed each year. Parents regularly report that they need the availability of interpreters in Spanish, Chinese, and Arabic, to a lesser extent. They also request that materials be distributed in multiple languages, which they are. Parents also participate in our weekly museum-based program, by serving as chaperones. They are invited to sit on multiple committees in the school, including fundraising committees, hiring committees, and other ad hoc committees that the school deems necessary. Parents are invited to attend parent-teacher conferences twice a year, and an open school night in the fall. Parents receive these invitations and phone calls in multiple languages, and interpreters are made available at these functions.

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)														0
Intermediate(I)										1				1
Advanced (A)												1	2	3
Total	0	0	0	0	0	0	0	0	0	1	0	1	2	4

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

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

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									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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	2		2	
Math <u>Algebra</u>	1		3	
Math <u>Geometry</u>	1		3	
Biology				
Chemistry	2		0	
Earth Science	3		1	
Living Environment	3		3	
Physics				
Global History and Geography	3		3	
US History and Government				
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
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?

stalled there and are unable to pass outright. Students tend to score marginally higher on the reading and writing sections, but there hasn't been a significant different from year to year.

3. This year we have put additional focus on scheduling ESL classes to ensure that students' attendance in these classes is better tracked and thus have a better chance at making gains on the exam. In addition, we have purchased support materials so that students receive concentrated practice in the types of speaking, listening, reading, and writing activities they will be asked to perform on the NYSESLAT.

4a. See question 2. ELLs fare similarly to other students in tests taken in English, which is why they often refuse to take tests in their native languages.

4b. Our school does not participate in ELL Periodic Assessments.

4c. n/a

5. n/a

6. Through careful analysis of NYSESLAT, course grades, Regents exam grades, and teacher anecdotal reports, we determine the success of our ESL program. It is this type of analysis that caused us to make a staffing change in the ESL provider, and thus far this has been promising. We will continue to monitor and assess the program's development throughout the year.

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		