



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MIDDLE SCHOOL OF THE ARTS 587

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K587

PRINCIPAL: MRS. SUSAN HOBSON- RANSOM **EMAIL:** SHOBSON@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Susan Hobson-Ransom	*Principal or Designee	
Tyona Marrimon	*UFT Chapter Leader or Designee	
Maxine Spence	*PA/PTA President or Designated Co-President	
Cheryl Christie	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Berma Edwards	Member/Elected Parent	
Carol Miller	Member/Elected Parent	
Yvonne Cox	Member/Elected Parent	
Thalia Palmer	Member/Elected Parent	
Richard Thomas	Member/Co-Chairperson	
Monique Wilson	Member/Co-Chairperson	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012 at least 70% of grade 6-8 students (including English Language Learners, Students with Disabilities, and General Education) will be engaged in at least two units of study in which students show academic improvement by increasing at least one rubric level in reading informational text and writing opinions and/or arguments. These units will be aligned across curriculum areas of E.L.A, Math, Science and Social Studies.

Comprehensive needs assessment

MS 587 has been identified as a Corrective Action (Year 2) Comprehensive school for Middle School ELA for 2011-2012. The identified subgroups are: All Students, SWD, Black, ED.

A review of the 2011 NYS ELA item Analysis revealed that students had difficulty with non-fiction passages. Specific skill deficiencies were related to identifying a conclusion that summarizes the main idea or passage; making inferences (i.e. what is the best response; the most likely); making predictions and distinguishing fact from opinion. Likewise, students lack sufficient background knowledge to unfamiliar non-fiction text and vocabulary.

Instructional strategies/activities

SUMMARY

- **Base line assessments will be developed and administered by December 1, 2011**
- **E.L.A teachers will engage in inquiry teams at least twice a month focusing on improving student achievement and progress.**
- **Teacher Teams will collaborate in creating units of studies that develop lesson plans, rubrics, and task aligned to the Common Core Learning Standards that presents strategies to enhance writing skills needed to provide evidence toward supporting arguments.**
- **Materials that are differentiated by gender/interest will be incorporated into the units of studies.**
- **Teachers will meet during monthly Collaborative Inquiry meetings to review and assess student work.**
- **UFT Teacher Center will work collaboratively with teachers to develop effective practices to support the delivery of differentiated instruction.**
- **Administrators will review teacher-developed tasks and rubric aligned to CCLS**
- **Administrators will create a collection of schedule to assess and monitor student progress.**
- **Students will engage and complete at least one E.L.A performance task by mid-year that displays evidence of academic growth in writing arguments that support a specific point of view.**
- **Extended Day mandated students will receive additional support in the area of comprehending informational text and developing effective arguments in response to literature.**

Activity #1

Professional Development: PD will be given to grades 6, 7 & 8 teachers in both general education and special education, in developing tasks and rubrics aligned to CCLS.

Target Population: All Teachers

Responsible Staff Members: Administration, UFT Teacher Center, Assessment Liaison
Implementation Timeline: September 2011-June 2012

- **Activity #2**

- Extended day small group instruction,

Professional Development: PD in strategies for differentiation of instruction, use of graphics, multi-media and technology to support learning, and explicit vocabulary instruction.

Target Population: All teachers, paraprofessionals, and Related Service Providers of SWD's, ELL's and former ELL's.

Responsible Staff Members: Assistant Principals

Implementation Timeline: September 2011-June 2012

- **Activity #3**

Professional Development: PD using multiple data sources to drive instruction

Target Population: teachers and Related Service Providers servicing Students with Disabilities and students in the Students with Disabilities subgroup

Responsible Staff Members: Data Specialist and Core Inquiry Team Members

Implementation Timeline: September 2011- June 2012

- **Activity #5**

Professional Development: PD on development of IEP's, including the writing of rigorous SMART goals and the use of SESIS.

Target Population: Teachers, paraprofessionals, and Related Service Providers servicing Students with Disabilities and students in the Students with Disabilities subgroup

Responsible Staff Members: IEP Teacher, Network 605 Special Education Specialist

Implementation Timeline: September 2011-January 2012

- **Activity #6**

Professional Development: PD on Strategies for Struggling Readers and the use of the reading program (A specialized reading and writing program that increases fluency, comprehension and supports content-area success).

Target Population: Teachers servicing Students with Disabilities and English Language Learners and Students with Disabilities and English Language Learners.

Responsible Staff Members: Administration

Strategies to increase parental involvement

- PTA will provide materials and training to help parents work with their children to improve their achievement level in reading informational text through workshops.
- 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;
- The Parent Coordinator will arrange workshops for parent on ELA strategies and how parents can use specific ELA strategies with their children.
- providing assistance to parents in understanding City, State and Federal standards and assessments

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL and other subject areas.
- Administrative staff works with local colleges in identifying potential talent in teaching.
- Mentors assigned to support struggling and new teachers.
- Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

Service and program coordination

- **CFN Network specialist provide professional development and CCSS, and development of task bundles.**
- **21st Century Grant/Creative Outlet provides academic support and artistic exploration for students.**
- **SES provider/LEARN IT – provides small instruction after school to support academics.**

Budget and resources alignment

- **Title I Funds used to purchase (1) math teacher reduced class size, (1) 30% literacy teacher, 40% Guidance Counselor, Staff Developer, sub per diem, guidance per session, 10% parent involvement**
- **Tax Levy Funds to purchase books and supplies.**
- **C4E fund allocation used for staff developer, librarian, math teacher and literacy teacher.**
- **NYCUFT Teacher Center Specialist, Administration, Network Support Specialist.**
- **Staff utilization of the ARIS tool.**
- **Attendance at workshops and conferences provided by the CFN605, City and State.**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012 at least 70% of grade 6-8 students (including English Language Learners, Students with Disabilities, and General Education) will be engaged in at least two units of study in which students show academic improvement by increasing at least one rubric level in math demonstrating reasoning skills and construction of viable arguments that use varied formats of presentation to support their solutions.

Comprehensive needs assessment

MS 587 has been identified as a Corrective Action (Year 2) Comprehensive school for Middle School Math for 2011-2012. The identified subgroups are: All Students, SWD, Black, ED.

- The 2011 Mathematics Item Analysis report for grades 6-8 at M.S. 587 revealed students have very limited skills in answering extended/free response questions which indicate a correlation to comprehension and writing skills. Approximately ½ of the lowest scoring 10 items in each grade dealt with a picture, diagram or table and accompanying paragraph in order to answer the questions.

Instructional strategies/activities.

- Base line assessments will be developed and administered by December 1, 2011
- Math teachers will engage in inquiry teams at least twice a month focusing on improving student achievement and progress.
- Teacher Teams will create units of studies that incorporate lesson plans, rubrics, extended response and task aligned to the Common Core Learning Standards.
- Teachers will assign one extended response question at least three times a week during class time and for homework.
- UFT Teacher Center will work collaboratively with teachers to develop effective practices to support the delivery of differentiated instruction.
- Administrators will set up policies regarding extended response assignment during the school day and homework.
- Administrators will create a collection of schedule to assess and monitor student progress.
- Administrators will collect samples of student work throughout the year.
- Evidence of student academic growth will be evaluated through performance on chapter tests and periodic assessments in class.
- Students will engage and complete at least one Math performance task by mid-year that displays evidence of academic growth.
- Extended Day mandated students will receive additional support in the area of writing mathematical explanation.

Strategies to increase parental involvement

- **PTA will provide materials and training to help parents work with their children to improve their achievement level in reading informational text through workshops.**
- **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;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments**

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL and other subject areas.
- Administrative staff works with local colleges in identifying potential talent in teaching.
- Mentors assigned to support struggling and new teachers.
- Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

Service and program coordination

- CFN Network specialist provide professional development and CCSS, and development of task bundles.
- 21st Century Grant/Creative Outlet provides academic support and artistic exploration for students.
- SES provider/LEARN IT – provides small instruction after school to support academics.

Budget and resources alignment

- Title I Funds used to purchase (1) math teacher reduced class size, 40% Guidance Counselor, Staff Developer, sub per diem, guidance per session, 10% parent involvement
- Tax Levy Funds to purchase books and supplies.
- C4E fund allocation used to purchase staff developer, math teacher and librarian
- NYCUFT Teacher Center Specialist, Administration, Network Support Specialist,
- Staff utilization of the ARIS tool.
- Attendance at workshops and conferences provided by the CFN605, City and State.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, school wide attendance of students in grades 6-8 will increase by 4%.

Comprehensive needs assessment

- A review of the 2011 School Environment data revealed that the school did not meet expected percentile for attendance.

Instructional strategies/activities

- **Administration, attendance teacher/parent coordinator will review attendance data and conduct out reach.**
- **Attendance team will create a school wide attendance plan.**
- **Family worker will call parents and provide mailings to notify parents of students attendance patterns.**

Strategies to increase parental involvement

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL and other subject areas.
- Administrative staff works with local colleges in identifying potential talent in teaching.
- Mentors assigned to support struggling and new teachers.
- Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

Service and program coordination

- Review of student attendance reports weekly and monthly.
- Logs of parent outreach (phone/mailing) weekly, monthly
- Regional Attendance teacher reports
- 3% increase in attendance for SWD.
- Incentive Awards for Improved and Perfect Attendance.

Budget and resources alignment

- Regional Attendance Teacher
- Family Worker
- Title 1 funds were used to purchase materials and supplies
- Teacher to translate notices to parents.
- 21st Century Grant is being used to support the arts, counseling and academic enrichment

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	30	28	0	0	12	5	5	2
7	30	33	0	0	17	6	7	3
8	29	31	15	20	30	8	15	3

9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none"> • Extended Day – instruction is delivered in small group setting (10:1), after-school Monday and Tuesday (2:30-3:29 p.m.). The instructional focus is on developing students’ comprehension of informational text, writing skills based on argument/opinion results of interim and NYS Assessments. • SETTS- instruction is delivered in small group setting (5:1), during school Monday through Friday between the hours of 8:25 a.m.- 2:30 pm. The instructional focus is on strengthening comprehension strategies and skills in reading and writing. • Achieve 3000 – instruction is delivered in a class setting (15:1), during the school day for selected classes in grades 6, 7 and 8. The instructional focus is on developing word study and reading comprehension skills through computer generated lessons. Students work at their own pace on individual activities, based on their learning needs. • Saturday Learning Academy- instruction is delivered as a 3 hours/ 5 weeks small group session on Saturdays. The instructional focus is on modeling effective strategies for answering short and extended response questions in English Language Arts. • The Kid Watching Initiative is designed to identify and monitor at least 3 – 6 student’s academic/social progress and concerns through out the school year.
<p>Mathematics</p>	<ul style="list-style-type: none"> • Extended Day- Instruction for mathematics occurs after school, from 2:30 PM – 3:29 PM. This small group instructional design emphasizes intensified work in the areas of number sense and operations, problem solving, pattern recognition, fractions, decimals, percents, mathematical reasoning skills and the ability to

	<p>construct viable arguments.</p> <ul style="list-style-type: none"> • Saturday Learning Academy- instruction is delivered as a 3 hours/ 5 weeks small group session on Saturdays. The instructional focus is on modeling effective strategies for answering short and extended response questions in Mathematics. • SETTS- instruction is delivered in small group setting (5:1), during school Monday through Friday between the hours of 8:25 a.m. - 2:30 pm. The instructional focus is on strengthening mathematical reasoning skills and skills in the areas of number sense and operations, problem solving, pattern recognition, fractions, decimals, and percents. • The Kid Watching Initiative is designed to identify and monitor at least 3 – 6 student’s academic/social progress and concerns through out the school year.
Science	<ul style="list-style-type: none"> • Content area specialists provide small group instruction in scientific literacy, inquiry, investigation and academic vocabulary building with an emphasis on preparation of Exit Projects during the school day. • All classrooms are equipped with content specific libraries.
Social Studies	<ul style="list-style-type: none"> • Content area specialists provide small group instruction in Social Studies through inquiry, investigation and academic vocabulary with an emphasis on preparation of Exit Projects during the school day. • All classrooms are equipped with content specific libraries.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • The Guidance Department is composed of 2 Guidance Counselors who service the 343 students enrolled. • Students receive individual counseling as well as group counseling. Classroom instruction is provided by both counselors. • Guidance Counselors also facilitate the Positive Behavior Incentive Services Program which deals with school-wide behavior.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • We have a school psychologist in the building five days a week. • The psychologist also does individual counseling with at-risk students. • Facilitates the pupil personnel committee. • The psychologist performs academic and behavioral evaluations
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • We have a Social Worker in our building four days per week. • Provides individual and group counseling. • Provides outside resources to families and children to help meet their individual needs.

At-risk Health-related Services

- We have a SAPIS Counselor who provides classroom instruction as well as individual and group counseling.
- Provides positive alternative activities for at-risk students. M.S. 587 has a psychologist in the building four days per week.
- Employed from Brooklyn Center for Psychotherapy.
- Consults with at risk-students for individual counseling.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our 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 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, our 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 Committee. 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 or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and 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.;
- 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 Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent -Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _17K587_

School Name: Middle School of the Arts 587

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The area of school improvement identified is English Language Arts, All Students, Black, Economically Disadvantaged, LEP and SWD.

Middle School of the Arts 587, has had a large population of students with disabilities, (25%), enrolled since its inception. The classroom configuration consisted of three self-contained classes, three Collaborative Team Teaching classes and a large percentage of SETTS students. Many of these students lacked the basic foundational skills required to consistently meet academic success in the content areas. In addition, as a new school, many of our teachers were not adequately prepared to meet the needs of students with disabilities.

Analysis of the results of New York State Assessments in English Language Arts assessments revealed the following: In English Language Arts students' specific skill deficiencies were related to identifying a conclusion that summarizes the main idea or passage; making inferences (i.e. what is the best response; the most likely); making predictions and distinguishing fact from opinion. In addition, students lack sufficient background knowledge with unfamiliar non-fiction text, vocabulary and writing for extended responses.

Analysis from the ESCA review revealed that there was a need to develop a rigorous and comprehensive English Language Arts curriculum.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Professional development will be provided to assist and support teachers of students with disabilities working together in a collaborative team teaching setting, self-contained as well as general education teachers who teach students with disabilities and English Language Learners. The focus of this support will be to develop teachers' pedagogy in the areas of developing Individualized Educational Plans, SESIS, differentiation of instruction, goal setting, datafolios, developing lessons aligned to the Common Core Standards, building academic vocabulary, behavior modification and intervention strategies through study groups, intervisitations, workshops, consultant presentations and trainings with Assistant Principal, Teacher Center Specialist and Children's First Network 605 Support staff.

Teachers will collaborate to develop grade and subject goals and curriculum maps aligned to the

Common Core standards. All students with disabilities and English Language Learners will be offered extended day and after-school services.

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

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.
 - ELA – Funds will be used to provide focused professional development to assist teachers of students with disabilities working together in a collaborative team teaching setting, self-contained and general education teachers who teach students with disabilities as well as English Language Learners and support differentiation of instruction via study groups with Consultant presentations and trainings.
 - Professional Development sessions will be conducted in 10 after school sessions during the Winter of 2011 and Spring 2012.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - The UFTTC will offer assistance to staff who require mentoring.

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

The school will hold a special Title 1 informational meeting for parents and notices (informational letters) will be backpacked home with students.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Wendy Karp	District 17	Borough Brooklyn	School Number 587
School Name Middle School of the Arts 587			

B. Language Allocation Policy Team Composition [?](#)

Principal Susan Hobson Ransom	Assistant Principal Ronda Kornegay
Coach Laurie Kingsberry	Coach type here
ESL Teacher Hedy Needle	Guidance Counselor Michelle Yrigoyen
Teacher/Subject Area Monique Wilson, Science	Parent Maxine Spence
Teacher/Subject Area Margaret DeSilusLacon, Tech	Parent Coordinator Jeanette Greene
Related Service Provider Modesto Cappelluti, SETTS	Other type here
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	18
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	346	Total Number of ELLs	18	ELLs as share of total student population (%)	5.20%
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Part II: ELL Identification Process

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

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

1. During registration, all parents of new admits are asked what their preferred language of communication is. If it is a language other than English, a trained pedagogue is called to the main office to continue the registration process. The parents are given the Home Language Identification Survey in their native language. An informal interview is conducted by the ESL teacher and/or bilingual personnel to ensure the form is completed correctly. The HLIS is then reviewed by a licensed ESL teacher who determines eligibility for the LAB-R. All newly enrolled students who speak a language other than English are administered the LAB-R within 10 days of enrollment. The RLAB is reviewed weekly to ensure that all LAB-R eligible students are properly identified and tested. ELL's are assessed during the school year using the Acuity ELL's and NYSESLAT examinations. All ELLs are evaluated annually using the NYSESLAT exam, administered by the licensed ESL teacher.
2. Orientation for parents of newly enrolled ELLs is offered, within 10 days of enrollment, as new ELLs are admitted. Parents view the Parent Orientation DVD in their native language which explains program options. The ESL teacher and school administration are available to answer any questions. Parents are given the program selection form during the orientation. Students are then placed in the program parents request. If the program is not available at MS 587, parents are given the information as to where their selected program is available and the option of transferring. MS 587 maintains records of parent selections that are not offered at our school. If 15 parents, of students on two contiguous grades, who speak the same language, request the same program, we will open that program, if it is not currently offered. During the registration process and throughout the year, the school provides specific personnel with foreign language skills to inform and assist parents about the program available at the school. In addition, the DOE also sends information to the schools to be disseminated during general meetings and meetings with the Parent Coordinator and the ESL teacher. The school provides notification signs which are posted in the Main Office and letters to parents advising them of the available services have been sent home. The school provides parent notices, school registration forms, and system wide alerts regarding school regulations and events in foreign languages. All have been used to keep parents informed of available services.
3. To ensure that entitlement letters, parent survey and program selection forms are distributed and returned; these documents are translated into the parents' preferred language of communication and sent home with students. If the forms are still not returned, the ESL teacher or native language school personnel speaks with the parent. The pupil personnel secretary inputs the data from the home language identification survey into ATS. The ESL teacher and/or parent coordinator conducts outreach to the parents as needed.
4. Parent orientations and conferences offered to the parents of ELL student, in their native language as necessary, are conducted to ensure that students are placed in programs as per parent choice. ELL students are given the LAB-R and NYSESLAT each spring to determine their placement. Parents are informed of whether their child continues to be entitled to services or is no longer entitled, based on their NYSESLAT results. All letters are sent home in the parents' native language.
5. After reviewing the results of the Parent Survey and program selection forms over the past few years, the data reveals that all of the parents have selected their child to be in an ESL program with monolingual classes.
6. The program at MS 587 is aligned to parent requests, based on parent responses.

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							7	10	1					18
Total	0	0	0	0	0	0	7	10	1	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	5
SIFE		ELLs receiving service 4-6 years	10
		Special Education	9
		Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5		1	10		7	3		1	18
Total	5	0	1	10	0	7	3	0	1	18

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

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	
	EL L	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

**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
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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	3	1					6
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic								1						1
Haitian							5	2						7
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	7	10	1	0	0	0	0	18

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. All ELL's receive their mandated ESL instruction through a push in/pull out model. As per CR Part 154, all beginning and intermediate students receive 360 minutes of ESL instruction per week; all advanced students receive 180 minutes of ESL instruction per week.
2. All ELLs receive at least 180 minutes of ELA instruction per week, taught by licensed English teachers. ELLs are programmed so that they are not pulled from ELA to receive ESL instruction.
3. ESL instruction supports content in science, social studies and the arts. The ESL teacher uses strategies including TPR, modeling, scaffolding, alternate text sets and attention to academic vocabulary in order to make grade level content accessible to ELLs.
4. All Spanish speaking ELLs are administered the Spanish LAB during the same testing period as when they are administered the LAB-R, in order to determine language dominance. In addition, ELL students are provided NYS assessments in their native language as available.
5.
 - a. MS 587 does not currently have any SIFE students. However, we do have a plan in place should any SIFEs enroll. Students would be assessed using running records, Fontas & Pinnels, LAB-R (if not previously tested). Instruction would be targeted to the students assessed levels. Students would be encouraged to attend extended day and SES tutoring sessions after school.
 - b. All newcomers are assessed using running records, Fontas & Pinnels and LAB-R. Instruction is targeted to the students assessed levels. Students are grouped together by level. Scaffolds, including pictures, bilingual dictionaries, vocabulary development activities, alternate text sets, etc., are used to help develop academic English. All newcomers are encouraged to attend extended day and after school tutoring sessions. All newcomers receive 360 minutes of ESL instruction per week and an additional 180 minutes of ELA instruction.
 - c. All ELLs receiving service for 4 to 6 years are immersed in an intensified reading and writing program. Students read books with a focus on non fiction/content area text. AIS, ACHIEVE 3000, Book Talks and the 25 Book Challenge help with vocabulary and academic language acquisition. Students are recommended for extended day small group instruction and after-school SES tutoring. In addition, all ELLs receive mandated ESL services.
 - d. Long Term ELLs receive intensified and personalized literacy instruction. In addition to mandated ESL services, all long term ELLs receive targeted AIS instruction, using Ready ELA to target students' needs. In addition, they use ACHIEVE 3000 and are coached in strategies that enable them to better understand test taking strategies. They are invited to attend extended day small group instruction and afterschool SES tutoring.
6. ELLs who are identified as having special needs receive ESL services to support their academic development. Hands on activities and a focus on communication enable students to express themselves orally and in print. Students are recommended for extended day small group instruction and afterschool SES tutoring.
7. Teachers of ELL-SWD's are programmed to collaborate with weekly with ELA and content area teachers to share strategies and best practices in literacy and academic vocabulary development and discuss student work. In addition, all staff members participate in PD

A. Programming and Scheduling Information

offerings supporting the diverse needs of ELL-SWD's. As appropriate, as a means of supporting student academic needs, ELL-SWD's in the least restrictive environment are programmed to be main streammed in various content areas.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

8. All ELL's are offered tutoring Extended Day, twice per week. The students areas of strengths and weakness are identified in the areas of ELA , Mathematics, Science and Social Studies through a variety of assessments. Teachers monitor these students and set goals for improvement. All ELL students have access to all SES and after-school programs. Instruction is delivered in English using Impact Math and Prentice Hall Science and Social Studies series. In addition, students have access to instructional technology to support and build vocabulary, reading and mathematic skills.

9. All ELLs reaching proficiency continue to receive ELA instruction and are offered extended day and small group tutoring after school. In addition, all students receive testing modifications, as appropriate, as per NYS Testing Regulations.

10. We will plan to program ELL students for additional suport in the areas of Social Studies and Science. Extensive professional development will be implemented for all staff in the areas of developing academic language through vocabulary and appropriate content based literature and lessons aligned to the Common Core State Standards . We will plan to revise the school schedule to provide additional time for ELA and Math instruction.

11. We will not discontinue any services or programs.

12. All ELLs are offered the same instruction opportunities as all other students at MS 587. The ELL students and their parents are made aware of all program offering both before, during and after-school. Information is provided to parents in their native language as needed via translation of materials written or orally. The after school programs include SES- Academic Advantage, Creative Outlet, 21st Century.

13. All ELLs receive content based instruction. Alternate text sets, which are grade level content at the student's reading levels, are provided in each content area. Technology programs including Renzulli, ACUITY, Brain Pop, Achieve 3000 and Scholastic online offer instructional tasks and activities at the students' instructional levels. We also have bilingual dictionaries and bilingual libraries.

14. Every effort is made to have bilingual dictionaries, glossaries and books available in each language represented by our ELLs.

15. All ELLs receive grade level content instruction that is age appropriate and aligned to the NYS Standards.

16. Newly enrolled ELLs and their families are invited to attend an open house Parent Orientation held each fall and spring. In addition, upon request, building tours are available.

17. At this time, there are no language electives offered to any students at MS 587.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. MS 587 participates in network PD and study groups that address the needs of ELLs. ELA teachers, School Librarian, Coaches, SETTS teacher and the Assistant Principal have participated in these study groups. In addition, the network has provided lunch and learns to the entire staff on strategies for developing academic vocabulary.

2. All incoming ELLs are invited to participate in a spring orientation prior to their first year at MS 587, as well as a fall orientation at the beginning of the school year. Our school Guidance Counselor, Parent Coordinator and ESL teacher support ELLs and their families through the High School application process.

3. All teachers at MS 587 receive ESL training provided by a licensed ESL teacher and/or network support during faculty conferences, grade conferences, Chancellor's professional development days and network PD offerings to ensure compliance with Jose P.

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							4	4						8
Total	0	0	0	0	0	0	7	9	1	0	0	0	0	17

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

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

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	1		5		1				7
7	3		4		1				8
8									0
NYSAA Bilingual Spe Ed					1		1		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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:

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

School Name: Middle School of the Arts 587

School DBN: 17K587

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/15/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K587 **School Name:** Middle School of the Arts 587

Cluster: Jose Ruiz **Network:** Wendy Karp

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

Part A: Needs Assessment Findings

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

M.S. 587 has a diverse teaching faculty that can effectively access any language issues. Non English speaking parents communicate with teachers/staff whom are conversant in Spanish, Haitian Creole and French. Translation and interpretation is provided by the NYCDOE and supplemented when required by school personnel.

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

The findings of our written and interpretation reveal that parents prefer to have school notices in their native language. These findings are reported to the school community at faculty meetings.

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.

The school utilizes the Translation Services of the NYCDOE as needed, along with staff members with bilingual capabilities. M.S. 587 has a diverse staff which can assist in the needs for translation in Spanish, Haitian Creole and French. In addition, parent volunteers will be enlisted in this process and other languages will be translated by qualified NYCDOE and Network staff members.

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.

Oral translation services will be provided by appropriate bilingual faculty and parent volunteers, as needed in the areas of Spanish, Haitian Creole and French. In addition, oral translations will be provided by NYCDOE and network staff members. Documents are available in diverse languages, such as Arabic.....

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>.

The school has posted notification signs in the Main Office and letters to parents advising them of the services available have been sent home. The school provides documents, such as parent notices, school registration and lunch forms in the required languages. The implementation of the services outlined in Part A and B will fulfill the Chancellor's Regulations and provide both students and parents with the needed translation services required to meet educational goals.