



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE MIDDLE SCHOOL FOR ART AND PHILOSOPHY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K588

PRINCIPAL: NEIL J. MCNEILL, JR. **EMAIL:** NMCNEIL@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BEVERLY WILKINS

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
Neil J. Mc Neill, Jr.	*Principal or Designee	
Leslie-Ann Bailey	*UFT Chapter Leader or Designee	
Geneva Francis	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Pamela Benning	Member/Teacher	
Lorraine Swearing	Member/Teacher	
Matthew Campbell	Member/Teacher	
Jeron Haigler	Member/Teacher	
Tanya Karim	Member/Parent	
Maxine Veacock	Member/Parent	
Pearlina Griffiths	Member/Parent	
Koneil Sylvester	Member/Parent	
Ketema Aduke	Member/Parent	

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

Annual Goal #1

- By June 30, 2012 at least 10% of Students with Disabilities in the school will either maintain or increase their ELA State Exam score to proficiency level 3.

Comprehensive needs assessment

- The State Accountability Report indicates that we did not make AYP for our subgroup of Students with Disabilities in ELA.

Instructional strategies/activities

Targeted Population: ELA Teachers of students with disabilities:

- Adoption of a concept based curriculum model for instruction.
 - a) The school is investigating and learning how to implement a concept based curriculum and inter-disciplinary model to increase student exposure to key concepts across the curriculum.
 - b) Mandated and voluntary professional development is being offered to teachers during professional development days, weekly during team/inquiry meetings and afterschool via our Network.
 - c) Teachers are offered the opportunity to provide input during weekly team/inquiry meeting,
 - d) November 8, 2011 – professional development workshop on using concepts to create Big Ideas.
 - e) Ongoing related professional development and planning that includes the CCSS, unwrapping the standards to clarify curriculum and lesson objectives, lesson planning alignment, incorporation of a variety of strategies into daily instruction such as differentiation and flexible grouping based on student achievement data, teacher modeling and student to student accountable talk, student use of rubrics and self assessment, collaborative and independent work, effective questioning for higher order thinking through exposure to Depth of Knowledge tools and student engagement in meaningful activities.
- Common Planning time and inquiry periods for special education teachers to collaborate with content specialists, evaluate progress of students based on assessment data and make strategic instructional adjustments.
- Analysis and evaluation of data: teachers will collect, analyze and use the following data to meet the needs of their students: IEPs, Acuity, ARIS, running records, Common Core assessments, teacher created assessments, unit assessments. The special education department will look at students' work, analyze their work and develop steps to improve their instruction and performance. Data will be disaggregated for students with disabilities.

Responsible Staff: Principal, AP, Network Instructional Specialist, Special Education School Improvement Specialist, ELA Teachers of Students with Disabilities

Implementation time line: September 2011-June 2012

Targeted Population: Students with disabilities across all grades:

- Implementation of the Achieve 3000 web- based program, minimally twice a week for all Students with Disabilities, to provide differentiated non- fiction reading and writing assignments on students’ actual Lexile levels to improve comprehension, fluency, vocabulary and writing ability.
- Creation and implementation of student goals monitoring initiative.
- Additional AIS period in ELA and Mathematics for 6th grade students via a highly qualified teacher.
- After school programs: Sports and Arts in Schools (homework help four days per week Mon.-Thurs.) and 21st Century (two days per week Tue and Thurs.)
- Saturday AIS programs.

Responsible Staff: Teachers of Students with Disabilities, Principal, AP, Network Instructional Specialist, SESIS

Implementation time line: November 2011-June2012

Strategies to increase parental involvement

- Through collaboration with the Parent Coordinator, Parent Teachers Association and staff we will provide various forms of outreach to improve parent-school communication through memos, school website information, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics including ARIS Parent Link.
- Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.
- Family guides from the NYC DoE will be provided to parents as per the Chancellor’s commitment to inform and involve families.
- Ensure access to student performance data via the JupiterGrades platform.
- Ensure parents have access to current curriculum via our school’s website www.ms-ap.org , parent workshops with CFY and PTA meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- One new teacher of Students with Disabilities is being mentored by a highly qualified teacher and administration.
- Exploring the options of partnering with an in-state secondary institution to identify and develop a stream of potential highly qualified teachers to fill vacancies in our school.
- Differentiated professional development opportunities including formal and informal observations, administrative guidance, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.
- Payroll secretary will work with the Network’s director of human resources to attract HQT in the event of a vacancy.

Service and program coordination

- The school receives weekly support from a Special Education School Improvement Specialist, appointed through the Network, by the state, to target ways to improve the education of students with disabilities. A Quality Improvement Plan (QIP) is being developed by a school based QIP team, through analysis of student data, observations and support of teacher practice and student outcomes to determine specific areas of need and develop strategies to address those needs.
- A SAPIS worker was hired to support the school as part of its efforts to improve attendance for SWD and those who are at-risk.

Budget and resources alignment

As a Title I/SWP school, Conceptual Consolidation will allow us to combine Federal, and Local Funds such as Fair Student Funding, Title I Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Title I funding has been used to create two AIS teaching periods by a highly qualified special education teacher for 6th grade students
- Professional instructional materials to support planning and improvement and common planning period for department teams during the regular school day.
- Teacher per session (three days per week) for after school and Saturday AIS.
- Consumable instructional materials during extended day programs
- Teacher Training Rate for after school differentiated professional development (100 total hours)
- Weekly literacy auditorium period for each grade.

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 30, 2012 at least 35% of all students in the school will progress to or maintain proficiency levels 3 and 4 on the NYS Mathematics Exam.

Comprehensive needs assessment

- The state accountability report indicates that we did not make AYP for All Students in Mathematics.

Instructional strategies/activities

Targeted Population: Mathematics Teachers of all students:

- Adoption of a concept based curriculum model for instruction.
 - a) The school is investigating and learning how to implement a concept based curriculum and inter-disciplinary model to increase student exposure to key concepts across the curriculum,
 - b) Mandated and voluntary professional development is being offered to teachers during professional development days, weekly during team/inquiry meetings and afterschool via our Network.,
 - c) Teachers are offered the opportunity to provide input during weekly team/inquiry meeting.
 - d) November 8, 2011 – professional development workshop on using concepts to create Big Ideas.
 - e) Ongoing related professional development and planning that includes the CCSS, unwrapping the standards to clarify curriculum and lesson objectives, lesson planning alignment, incorporation of a variety of strategies into daily instruction such as differentiation and flexible grouping based on student achievement data, teacher modeling and student to student accountable talk, student use of rubrics and self assessment, collaborative and independent work, effective questioning for higher order thinking through exposure to depth of knowledge tools and student engagement in meaningful activities.
- Implementation of a teacher created monthly assessment program to monitor student progress towards mastery of power standards.
- Common Planning time and inquiry periods for teachers to collaborate, evaluate progress of students based on assessment data and make strategic instructional adjustments.
- Analysis and evaluation of data: teachers will collect, analyze and use the following data to meet the needs of their students: Acuity, ARIS, Common Core assessments, teacher created assessments, unit assessments and IEPs. The math department will look at students' work, analyze their work and develop steps to improve their instruction and performance. Data will be disaggregated for subgroups as indicated on the school's state report card.

Responsible Staff: Principal, AP, Network Instructional Specialist, Special Education School Improvement Specialist, Math Teachers of all students.

Implementation time line: September 2011-June 2012

Targeted Population: All students in mathematics:

- Creation and implementation of a student goals monitoring initiative.
- After school programs: Sports and Arts in Schools and 21st Century.
- Saturday AIS programs.

Responsible Staff: Principal, AP, Network Instructional Specialist, SESIS, teachers of mathematics.

Implementation time line: September 2011-June 2012

Strategies to increase parental involvement

- Through collaboration with the Parent Coordinator, Parent Teachers Association and staff we will provide various forms of outreach to improve parent-school communication through memos, school website information, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics including ARIS Parent Link.
- Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.
- Family guides from the NYC DoE will be provided to parents as per the Chancellor's commitment to inform and involve families.
- Ensure access to student performance data via the JupiterGrades platform.
- Ensure parents have access to current curriculum via our school's website www.ms-ap.org , parent workshops with CFY and PTA meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Funding has been set aside to ensure that those taking courses towards becoming HQT will have access to them.
- Exploring the options of partnering with an in-state secondary institution to identify and develop a stream of potential highly qualified teachers to fill vacancies in our school.
- Differentiated professional development opportunities including formal and informal observations, administrative guidance, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.
- Payroll secretary will work with the Network's director of human resources to attract HQT in the event of a vacancy.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- A SAPIS worker was hired to support the school as part of its efforts to improve attendance for SWD and those who are at-risk.

Budget and resources alignment

As a Title I/SWP school, Conceptual Consolidation will allow us to combine Federal, and Local Funds such as Fair Student Funding, Title I Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support planning and improvement and common planning period for department teams during the regular school day.
- Teacher per session (three days per week) for after school and Saturday AIS.
- Consumable instructional materials during extended day programs.
- Teacher Training Rate for after school differentiated professional development.

- Weekly literacy auditorium period for each grade.

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 30, 2012, there will be a 25% increase in the availability of computer technology to students to support teaching and student learning.

Comprehensive needs assessment

- Due to the school's high level of Title I student population many do not have access to computer technology at home, thus creating a gap in their efforts for college readiness.

Instructional strategies/activities

Targeted Population: 6th Grade Students

- By applying for and receiving the Connected Learning Grant we have partnered with CFY to ensure that our 6th grade student cohort has access to computer technology through a "take home" program. We will conduct our "take home" day before December 1, 2011.
- Students have access to the Power My Learning site for additional teacher and self-directed academic support.
- Students will incorporate the use of this technology into at least two content specific learning projects.
- A part time technology coordinator position has been created to manage CFY program, JupiterGrades and the school's new website: www.ms-ap.org. The coordinator will also conduct a review of usage of the Power My Learning site to evaluate how regularly teachers are using it to align instruction.

Responsible Staff: Principal, AP, part-time technology coordinator

Implementation time line: September 2011-June 2012

Strategies to increase parental involvement

- Through collaboration with the Parent Coordinator, Parent Teachers Association and staff we will provide various forms of outreach to improve parent-school communication through memos, school website information, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics including ARIS Parent Link.
- Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.
- Family guides from the NYC DoE will be provided to parents as per the Chancellor's commitment to inform and involve families.

- Ensure access to student performance data via the JupiterGrades platform.
- Ensure parents have access to current curriculum via our school's website www.ms-ap.org , parent workshops with CFY and PTA meetings.
- Parents are mandated to participate in and attend a workshop on how to use their new computers and integrate their use to strengthen the home-school connection.

Strategies for attracting Highly Qualified Teachers (HQT)

- Exploring the options of partnering with an in-state secondary institution to identify and develop a stream of potential highly qualified teachers to fill vacancies in our school.
- Differentiated professional development opportunities including formal and informal observations, administrative guidance, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.
- Payroll secretary will work with the Network's director of human resources to attract HQT in the event of a vacancy.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- A SAPIS worker was hired to support the school as part of its efforts to improve attendance for SWD and those who are at-risk.

Budget and resources alignment

As a Title I/SWP school, Conceptual Consolidation will allow us to combine Federal, and Local Funds such as Fair Student Funding, Title I Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Refurbished computers for families who attend the mandatory workshop on how to use the technology to strengthen the home school connection.
- Professional instructional materials to support planning and improvement and common planning period for department teams during the regular school day.

ANNUAL GOAL #4 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 #4

- By June 30, 2012 the School Environment Survey results will increase in each category to meet the Citywide Average for all middle schools.

Comprehensive needs assessment

- 2010-2011 School Environment Survey indicated the school is below average in all categories. For this reason improvement on the school environment survey has been identified as a priority goal.

Instructional strategies/activities

Targeted Population: All students, staff and parents

- By September 30, 2011 we will have created a full time dean position to work with students on the implementation of clear expectations, behavior interventions and systems and structures for dealing with at-risk student behavior.
- By December 1, 2011 we will have created a SAVE Room to enforce school wide expectations surrounding issues of safety and respect.
- Professional Development has been created to address academic/behavioral expectations and to make explicit connections between actions taken this year and expected outcomes within the school. In addition, staff have been given the opportunity to create and craft professional development sessions for their colleagues. (By November 8, 2011 and ongoing throughout the year)
- A functioning School Leadership Team was established during October 2011 and meets regularly.
- School website has been developed to clearly articulate expectations for students and to communicate with staff and parents on a daily basis as needed.
- Weekly memo to staff to reinforce expectations and ensure that these expectations are communicated to them regularly. (September through June)
- Teacher Committees have been established this year– Discipline Committee has been created to address issues safety and respect by creating systems and structures for dealing with student behaviors; Student Activities Committee was created to engage teachers and parents in celebrating students who are demonstrating appropriate behaviors during the school day, School Improvement Committee was created to engage staff and parents on ways to improve the general tone and climate of the school and develop a new mission/vision and identity. (Established by December 1, 2011 and ongoing through June). Regularly scheduled meeting times allow for collaborative evaluation of effectiveness.
- Investigating a partnership with CAMBA to launch a viable Student Government Organization.

Responsible Staff: Principal, AP, all teachers, SLT and PTA

Implementation time line: September 2011-June 2012

Strategies to increase parental involvement

- Through collaboration with the Parent Coordinator, Parent Teachers Association and staff we will provide various forms of outreach to improve parent-school communication through memos, school website information, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics including ARIS Parent Link.
- Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.
- Family guides from the NYC DoE will be provided to parents as per the Chancellor's commitment to inform and involve families.
- Ensure access to student performance data via the JupiterGrades platform.
- Ensure parents have access to current curriculum via our school's website www.ms-ap.org , parent workshops with CFY and PTA meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Funding has been set aside to ensure that those taking courses towards becoming HQT will have access to them.
- Differentiated professional development opportunities including formal and informal observations, administrative guidance, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.
- Exploring the options of partnering with an in-state secondary institution to identify and develop a stream of potential highly qualified teachers to fill vacancies in our school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- A SAPIS worker was hired to support the school as part of its efforts to improve attendance for SWD and those who are at-risk.

Budget and resources alignment

As a Title I/SWP school, Conceptual Consolidation will allow us to combine Federal, and Local Funds such as Fair Student Funding, Title I Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support planning and improvement and common planning period for department teams during the regular school day.
- Teacher Training Rate for after school differentiated professional development (100 total hours)

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	100	83	39	N/A	3	0	0	12
7	92	94	35	41	2	0	0	12
8	94	89	59	52	3	0	0	120
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
ELA	AIS – small group instruction during extended day, voluntary small group instruction during the day for specific targeted groups of students (lunch periods), 21st Century Grant small group instruction academic programs after school, Achieve 3000 implementation for individuals both in school and at home,
Mathematics	AIS - small group instruction during extended day, voluntary small group instruction during the day for specific targeted groups of students (lunch periods), 21st Century Grant small group instruction academic programs after school, Achieve 3000 implementation for individuals both in school and at home,
Science	Small group instruction for targeted 8th grade students during the school day. Focus on informational text with differentiated supports for at-risk students.
Social Studies	Focus on informational text with differentiated supports for at-risk students.
At-risk Services provided by the Guidance Counselor	Small group and individual counseling are offered to students who are demonstrating at risk behaviors. Collaboration with parents and dean to develop academic/behavioral intervention plans as needed.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

At-risk Health-related Services	A SAPIS counselor works with all students in small groups on a rotational basis to discuss life skills, social skills and at-risk behaviors.
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**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.

MS 588 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, 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 Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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 Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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 Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 18K588 **School Name:** The Middle School for Art and Philosophy

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 school has determined that the following academic issues have led to it being identified:

- The lack of formal and informal observation systems in order to further professional expertise and improve teaching practices across the school.
- The need for teachers to plan a clear and coherent curriculum that incorporates engaging questions that elicit higher order skills and rigorous tasks so that appropriate challenge and engagement extend the learning of students with disabilities.
- The lack of a delivery of differentiation of classroom learning activities to provide sufficient challenge aligned to student achievement levels in order to meet the individual needs of all students with disabilities in self contained and general education classrooms.
- The need for teacher's use of assessments to adjust pedagogy across classrooms so that information culled better serves the needs of students.
- The lack of a clear structure and set of tools to track progress of interim and long-term goals in order to evaluate and revise strategies toward increased student outcomes.
- Poor attendance rates amongst students with disabilities.
- A number of students with disabilities were recidivist offenders of the discipline code and as a result received superintendent's suspensions to another site for extended periods of time.

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.

For all students with disabilities in 6th, 7th and 8th grade:

- Adoption of a concept based curriculum model for instruction.
- Implementation of the Achieve 3000 web- based program, minimally twice a week for all Students with Disabilities, to provide differentiated non- fiction reading and writing assignments on students' actual Lexile levels to improve comprehension, fluency, vocabulary and writing ability.
- Creation and implementation of student goals monitoring initiative.
- Additional AIS period in ELA for 6th grade students via a highly qualified teacher.
- After school programs: Sports and Arts in Schools and 21st Century
- Saturday AIS programs.

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.

Title I Funds have been used to purchase professional reading materials on concept based curriculum and instruction, differentiated instruction and per session for teacher planning. The remainder of the funds have been set aside for teachers to pursue courses to become highly qualified. Funds that are not used will be rescheduled as additional hours for teacher planning.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - One new teacher of Students with Disabilities is being mentored by a highly qualified teacher and administration.
 - Differentiated professional development opportunities including formal and informal observations, administrative guidance, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.
 - Explore the use of an outside consultant for the development of a concept based curriculum model for instruction.
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.
 - A letter will be sent home in multiple languages with all students in their backpacks. This letter will also be posted on the school's website and will be discussed at Parent Teacher's Association meetings in the months of January and February, translators will be provided for those meetings upon request.

**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 Corinne Rello-Anselmi	District 18	Borough Brooklyn	School Number 588
School Name The Middle School for Art and Philosophy			

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

Principal Neil J. McNeill	Assistant Principal Richard A. Dixon
Coach Audrey Madison	Coach type here
ESL Teacher Jacqueline Walme/ESL	Guidance Counselor Lea Denis
Teacher/Subject Area Mathew Campbel/ELA	Parent Geneva Francis
Teacher/Subject Area Grace Benjamin/ELA	Parent Coordinator Audrey Rhoden
Related Service Provider Nina Perchenok	Other type here
Network Leader Lucile Lewis	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	1
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	0
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	374	Total Number of ELLs	11	ELLs as share of total student population (%)	2.94%
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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. The initial screening procedure is as follows: When ELLs come in the school to register, the Pupil Accounting secretary provides parents with a Home Language Identification Survey form (HLIS). Either Ms. Walme, the ESL teacher, the Spanish teacher, or the Assistant Principal, then evaluates the HLIS form. If the home language is stated as other than English, then an informal interview is conducted in both the native language and in English. Next, within 10 days of registration, the Language Assessment Battery-Revised (LAB-R) is administered to students identified as in need of requiring ESL services. If students are Spanish speakers, the Spanish LAB is equally administered. Based on the students' LAB-R scores, parents are informed and are invited to attend a Parent Orientation Session to ensure that parents understand all three program choices.

2. The ESL teacher, the Assistant Principal, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are also provided with information about bilingual/ESL services as well as the core curriculum, learning standards, expectations for students, and assessments. Parents have an opportunity to ask questions so that they can make an informed placement selection.

3. Parents receive a Placement Letter and an Entitlement Letter in their home languages via mail. In case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator, with the assistance of a translator, consistently contact the parents at home. However, should parents require assistance in filling out the Parent Survey and Program Selection forms, they can obtain assistance from school personnel, i.e. the ESL Teacher/Coordinator and/or Parent Coordinator with the aid of a translator.

4. Once parents complete the Parent Survey and Program Selection form, students are placed in the chosen program. In terms of newcomer ELLs, the LAB-R is administered, and their placement in ESL classes is based on their LAB-R scores. In terms of continuing ELLs, their placement in ESL classes is based on their most current NYSESLAT scores. Parents then receive a Placement Letter in the home language providing description of services. MS 588 offers the freestanding ESL program, and students receive the mandated hours of ESL services as determined by their level of English proficiency.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend of parent choice is a Freestanding ESL Push -in/Pull-Out program.

6. Our program model is aligned according to the parents' requests. We have a small group of ELLs in our building and consistently register approximately two four students annually who speak Spanish, Haitian-Creole, and/or French. Alternative sites are recommended should the family request a full time bi-lingual program.

The completed returned forms are stored in the ESL binder which is located in the Main Office. As a supplementary back-up, the ESL teacher maintains a copy in her individual teacher's binder.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							2	2	1					5
Total	0	0	0	0	0	0	2	2	1	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	9	1	1	1	0	0	1	0	1	11

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	
Total	9	1	1	1	0	0	1	0	1	11
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	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	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							3	1						4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							4	1	1					6
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	3	1	0	0	0	0	11

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?

Paste response to questions 1-7 here

MS 588, Middle School for Art and Philosophy, is located in the East Flatbush community section of Brooklyn, New York. At present, the school shares the same building with Kings Collegiate Charter School. Both schools share the library, cafeteria, schoolyard, and the gymnasium. Over 80% of the students in school are Title I eligible.

MS 588 has a population of 375 students. 364 of these students are from culturally diversified backgrounds with English as their first language. Our English Language Learner population is about 3 % of the total population at MS 588. We offer ESL services to entitled general education and special education students.

1a, 1b. The organizational model is a Freestanding English Push-in/Pull-out program. The sixth grade population consists of seven students, one of whom has an IEP. All seven sixth graders participate in the Freestanding ESL Push-in/Pull-out program. The seventh grade ELL population consists of three students, one of whom has an IEP. All three seventh graders participate in the Freestanding ESL Push-in/Pull-out program. The eighth grade ELL population consists of one student. The eighth graders participate in the Freestanding ESL Push-in/Pull-out program. The following represents the number of ELLs by grade in each language group: For 6th grade, we have Spanish (3) and Haitian (4). For the 7th grade, we have Spanish (1), Haitian (1) and French (1). For the 8th grade, we have Haitian (1). The Push-in component of the program model consists of the ESL teacher assisting the ELLs in the following classes: 8th grade math (single period), 7th grade math (double periods), and 6th grade ELA (double periods). The ESL teacher also attends the math Common Prep Team meeting. The Pull-out component of the program model consists of these types of classes: Ungraded [all students regardless of grade are in one class], Heterogeneous [mixed proficiency levels in one class], and Homogenous regarding beginners [proficiency level is the same in one class].

2. Regarding the Freestanding ESL Push-in/Pull-out program, beginning and intermediate ELLs receive 360 minutes per week and advanced ELLs, 180 minutes per week. In addition, the ESL teacher collaborates with the content area teachers to maintain a dialogue regarding ELL students' performance in their content area classes. Classroom teachers are encouraged to visit ESL sessions as well. This allows for increased coherency across instruction. MS 588 does not offer a Transitional Bilingual Program or Dual Language Program.

3. Within the current Freestanding ESL Push-in/Pull-out program, instruction is solely provided in English with ESL methodology and scaffolding techniques to support second language acquisition. For example, the lessons are supported with the use of visuals and video

A. Programming and Scheduling Information

clips. Furthermore, to activate the students' prior knowledge, multicultural themes from ELLs backgrounds are incorporated into the lessons. To render texts more comprehensible without compromising the content, a written piece might be reworded or adapted to suit ELLs' proficiency levels.

4. Spanish speaking ELLs are assessed with the Spanish LAB. In addition, students can take certain state tests in their native languages when available, as well as use native language glossaries. Our students speak Spanish, Haitian, and French. These students receive support in their native languages as needed or necessary, for example, through staff translation in Haitian Creole and French. In addition, beginning ELLs are partnered with a buddy in their content area classes, and our staff members are always available to reach out to these students to help them overcome problems stemming from a language barrier. Lastly, a number of our Spanish speaking ELLs are taking Spanish as a foreign language to support their native language literacy. However, there are no explicit instructional minutes provided to ELLs in native language arts (NLA).

All of our students are scheduled to receive ten periods of ELA instruction per week in addition to meeting their CR Part 154 mandates in ESL. The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and enrich language development includes: differentiated instruction; use of graphic organizers as a tool for scaffolding instruction; small group instruction; use of visuals as an added support; explicit vocabulary instruction in the content areas; mini-lessons that incorporate modeling, read alouds, and think alouds; the buddy system (support from peers of the same native language). MS 588 has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented and students become more knowledgeable about the writing process with the steps of the writing process supporting further language development and writing skills. In addition, students maintain a writing journal. Additional scaffolding is provided through bridging/building background knowledge; schema building; contextualization; text representation and metacognition. Students are also assisted during work periods and conference with their teachers in and out of class. Informal assessments are administered regularly as well. Additional small group AIS sessions for each grade prior to all state assessments are offered to focus on literacy and academic language.

The range of intervention services for ELLs in ELA, Math and other content areas include: Achieve 3000 (for all ELL's and other students, used in content area classes regularly) to support varied reading levels; Saturday Academy (March through April, 9:00-1:00), which focuses on reading comprehension strategies and skills in ELA and developing competencies in math standards, specifically number sense and problem solving, as well as test preparation. Furthermore, ELL students participate in the Sports and Arts program (September through June, Mondays, Tuesdays, Thursdays and Fridays, 2:30-6:00) to help them to facilitate second language acquisition. ELLs also participate in the Extended Day Program (Mondays and Tuesdays) which focuses on building writing skills through the use of graphic organizers thereby receiving additional support to help them structure their written pieces. Within the content area classrooms, teachers pair ELLs with higher performing students, some of whom are same language speakers and some who are English speakers, when needed to facilitate language and content acquisition. Small group instruction, dual language materials, and the use of technology also support the intervention needs of ELLs. During teacher team meetings teachers discuss strategies to further address the needs of ELLs within the classrooms.

Regarding the SIFE population, there is an urgency to provide academic intervention services as an extension to the regular school program of pull-out services. The following interventions are also implemented:

- Development of an individualized student needs assessment.
- Creation of an AIS plan for the student with focus on the literacy and math components.
- Grade and age appropriate instructional support materials.
- Differentiation of instruction in all areas.

The school provides the following resources to facilitate the transition of Newcomers:

- An informal student orientation.
- A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Encourage students to participate in Academic Intervention supports.
- Home school communication.

The instructional plan implemented for ELLs receiving service 4 to 6 years, is one that will allow them to demonstrate growth in the

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)

A. Programming and Scheduling Information

acquisition of the second language and equally make annual progress in their state ELA and math exams, and achieve academically in all their content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language needs of

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?

Paste response to questions 8-17 here

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Courses Taught in Languages Other than English 

C. Schools with Dual Language Programs

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3. How is language separated for instruction (time, subject, teacher, theme)?
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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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Math:

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional development at MS 588 is provided by school staff and Children First Network 111 personnel:

In the beginning of the year, administrators provide teachers with lists of ELL students in their classes and strategies to address their learning needs. Teachers are encouraged to celebrate the progress of ELL students through classroom bulletin boards ("Meeting the Needs of ELLs"). Teachers also collaborate to analyze and evaluate the progress of their ELL students and strategize for next steps. Administrators provide additional support in the form of feedback through formal and informal conferences.

Within the school's Professional Development program, the Fall 2011 focus for school staff including paraprofessionals:

- Meeting the literacy needs of our ELL population within the balanced Literacy Approach
- Touchstone texts for teacher study groups and school based professional development on best practice in teaching and learning

Professional Development Resources provided for teachers of ELLs in Fall 2011 include:

- Scaffolding Language Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons
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- The Power of Protocols: An Educator's Guide to Better Practice by McDonald, Mohr, Dichter and McDonald

CFN Support Workshops attended by teachers who service ELLs have included:

- Scaffolding in the content areas
- Data analysis for ELLs
- Differentiation in the ESL classroom
- Academic rigor
- The Common Core Standards

Other PDs include:

- Monthly Department Meetings, Grade Level Meetings, and Faculty Meetings
- Family Orientations
- Professional Library on ELLS – Calla
- Translation services to improve family engagement

ESL teacher turnkey information to school staff, including paraprofessionals, guidance counselors, and parent coordinator:

- December 2011 - Scaffolding Academic Language in Non-Fiction Reading and Writing
- March 2012 - Empowering English Language Learner in Academic Writing Across the Content Areas

Accumulative hours of professional development meets the required 7.5 hours of ELL training for all staff. We are currently developing systems to maintain records of meeting the requirement.

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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?

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In addition the school has initiated a school website in which parents can obtain up-to-date information on diverse school activities. The website information is translatable into 50 languages to accommodate the parents/families of ELLs.

Our partnership with The Leadership Program, a CBO, provides services to our ELL parents during monthly PTA meetings. The organization offers bi-lingual facilitators, incentives to encourage parents to attend workshops and workshop materials are available in Spanish.

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

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	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
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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%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

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

Paste response to questions 1-3 here

Professional development at MS 588 is provided by school staff and Children First Network 111 personnel:

In the beginning of the year, administrators provide teachers with lists of ELL students in their classes and strategies to address their learning needs. Teachers are encouraged to celebrate the progress of ELL students through classroom bulletin boards ("Meeting the Needs of ELLs"). Teachers also collaborate to analyze and evaluate the progress of their ELL students and strategize for next steps. Administrators provide additional support in the form of feedback through formal and informal conferences.

Within the school's Professional Development program, the Fall 2011 focus for school staff including paraprofessionals:

- Meeting the literacy needs of our ELL population within the balanced Literacy Approach
- Touchstone texts for teacher study groups and school based professional development on best practice in teaching and learning

Professional Development Resources provided for teachers of ELLs in Fall 2011 include:

- Scaffolding Language Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons
- How to Differentiate Instruction in Mixed-Ability Classrooms by Carol Ann Tomlinson
- The Power of Protocols: An Educator's Guide to Better Practice by McDonald, Mohr, Dichter and McDonald

CFN Support Workshops attended by teachers who service ELLs have included:

- Scaffolding in the content areas
- Data analysis for ELLs
- Differentiation in the ESL classroom
- Academic rigor
- The Common Core Standards

Other PDs include:

- Monthly Department Meetings, Grade Level Meetings, and Faculty Meetings
- Family Orientations
- Professional Library on ELLS – Calla
- Translation services to improve family engagement

ESL teacher turnkey information to school staff, including paraprofessionals, guidance counselors, and parent coordinator:

- December 2011 - Scaffolding Academic Language in Non-Fiction Reading and Writing
- March 2012 - Empowering English Language Learner in Academic Writing Across the Content Areas

Accumulative hours of professional development meets the required 7.5 hours of ELL training for all staff. We are currently developing systems to maintain records of meeting the requirement.

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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?

Paste response to questions 1-4 here

To encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. During the school year, MS588 provides meetings for parents focused on instructional issues, such as assessment, standards, promotional policies,

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To encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. During the school year, MS588 provides meetings for parents focused on instructional issues, such as assessment, standards, promotional policies, and strategies for them to support students' academic progress. As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and ensure communication between the school and the home.

In addition the school has initiated a school website in which parents can obtain up-to-date information on diverse school activities. The website information is translatable into 50 languages to accommodate the parents/families of ELLs.

Our partnership with The Leadership Program, a CBO, provides services to our ELL parents during monthly PTA meetings. The organization offers bi-lingual facilitators, incentives to encourage parents to attend workshops and workshop materials are available in Spanish.

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)							2							2
Intermediate(I)							4	1	1					6
Advanced (A)							1	2						3
Total	0	0	0	0	0	0	7	3	1	0	0	0	0	11

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							2	1	1				
	P								1					

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1	2	1		4
6	1	1			2
7	1				1
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					1				1
5	1		5		1				7
6	1		1						2
7	1								1
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			2		4		1		7
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				

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	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

After reviewing the NYSESLAT data, the patterns were:

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: <u>T</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	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: **18K588** School Name: **Middle School for Art & Philosophy**

Cluster: **1** Network: **111**

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.

We use data taken directly from the Home Language Survey to find out what native language is spoken in the home. This tells us what languages our notices and documents need to be translated to, as well as how many translations are needed

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.

We have found that we have four (4) Spanish native speaking, six (6) Haitian Creole native speaking, and one (1) French native speaking homes in our school community. These findings were reported school community through interviews and the Home Language Survey.

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.

In our school community we have a guidance counselor, dean and teacher who are native speakers of Haitian Creole and French. We also have a teacher who speaks, reads and writes in French, Haitian Creole and Spanish as well as a para professional who speaks reads and writes in Spanish. In addition, we use Google Translate, a electronic translation program.

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.

We have several school staff members who speak Haitian Creole, French, and Spanish. They have formal training and are native speakers of these languages.

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>.

We make every effort to inform parents in their native language. If we do not have a staff members who speak any of these languages we reach out to the CFN for additional support, as well as the Department of Education Translation Center.