



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** NEW YORK CITY MUSEUM SCHOOL

**DBN :** 02M414

**PRINCIPAL:** D. H. MILLER      **EMAIL:** DMILLER@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** TAMIKA MATHESON

## 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
D. H. Miller	*Principal or Designee	
Michael Rucci	*UFT Chapter Leader or Designee	
Denise Amses	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Alexandra Jimenez, Justin Davila	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joel Lowy	Member/Assistant Principal	
David Albin	Member/Teacher	
Felicia Finch	Member/Parent	
Eve Preston	Member/Parent	
Claudia DePeyster	Member/Parent	
	Member/	
	Member/	

**PLEASE PROCEED TO PAGE 4.**

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year.

**Every teacher of English, mathematics, social studies and science will design and teach an entire teaching unit in her subject that is steeped in understandings of the Common Core State Standards (CCSS) for the discipline, as well as the overall expectations for 21<sup>st</sup> Century Learning.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**The CCSS, as adopted by the state of New York and the New York City Department of Education are national standards, and as such, are seen as a national need for putting in place a paradigm for making sure all students receive a college-ready education. And while we are sure our students already receive a rigorous education, what was identified is a need for consistent language around rigor and high standards. All teachers last year spent one afternoon per week in the study, by department, of the CCSS strands for reading writing and speaking. Beginning next year, all teachers are expected to be teaching to CCSS standards in all areas. Monitoring this process made it clear that the next necessary step would be a practice opportunity for teachers to make sure they are designing learning opportunities consistently in compliance with CCSS. The New York City Department of Education (NYCDOE) has also stressed this as a need.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. :

**In 2010-2011 all staff studied the CCSS one afternoon weekly, by discipline. The CCSS is currently written for English Language Arts, mathematics, social studies, science and technology. Within each strand for each discipline, teachers also inferred the implications for teaching all students, including those with special needs. The groups were led by teacher team leaders who met daily with the principal to make consistent the learning for each teacher group. The principal also monitored the study groups. This year on the professional development days in September and November, the teachers received and studied the templates for unit design as provided by the NYCDOE on its website, and in subsequent staff meetings were exposed to sample units to use as guides. The leadership team is currently meeting with the principal regularly to learn strategies for assisting the writing of the units with teachers and functioning as liaisons for CCSS resources (appendices, exemplars, etc). Between December and February, all department meetings will be devoted to discussion of and work on the units, led by both the team leaders as well as the principal and assistant principal. Based on teacher study last year of formative assessment strategies (Douglas Reeves and Rick Wormeli), teachers are confident of their ability to design their own assessments for their units, guided by a rich understanding of state assessments and the changes to be brought by CCSS. In December teachers will meet with the principal and assistant principal to review the progress of their units, and in February it is expected that all teachers will be observed while teaching their CCSS designed units. In March teachers will submit the entire portfolio of the unit's work (all lesson plans, assessments, student work samples, rubrics, etc) and receive feedback from the leadership team, the principal and assistant principal. Parents were made aware of this initiative through SLT meetings and at PTA events.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

**Both the SLT and school PTA's December meetings have been devoted to updating the parents about the initiative and furthering parent understanding of the CCSS.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**All current New York City Museum School teachers are highly qualified as designated by NCLB.**

**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.

**Meeting this goal will not require the coordination of additional state or federal programs other than those already set forth by CCSS and the NYCBOE.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal.

**Meeting this goal will not require additional fiscal resources. Teacher team leaders will be used to lead department meetings devoted to writing the units, monitored by the principal and assistant principal. The principal and assistant principal will make all classroom observations specifically to witness the CCSS unit in progress and provide feedback to all teachers based on these observations and looking at student work.**

**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**

- Describe a goal you have identified for the year.

**To ensure that all of our students continue to receive a college-ready and rigorous intellectual experience, during the period covered by 1 October through 10 June every teacher will be observed while teaching and receive feedback from the principal or assistant principal at least 6 times. Two of these visits will meet the guidelines for a formal observation.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal.

**The demonstrated need for systematic visits is to ensure consistency of student learning and expectations, to ensure teachers are using the CCSS to design learning opportunities, and to continue to inculcate school-wide understandings about teaching and learning expectations. The CCSS has implications for teaching that must be inferred and practiced, and therefore frequent feedback on progress is essential if consistency of understanding is to be achieved for the benefit of all student learning.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.:

**All last school year teachers studied the CCSS (see goal 1). This year in October and November teachers read and discussed excerpts from Rick Wormeli's *Fair Isn't Always Equal* and various selections by Doug Reeves concerning assessment and grading in an effort to come to agreed understandings about effective assessment and grading policies. Implications for teaching were also fully studied during the Election day professional development. In addition, all teachers had an opportunity to study and discuss Charlotte Danielson's *Rubrics for Enhancing Professional Practice* and**

**Kim Marshall's *Teacher Evaluation Rubrics* to use as developmental guides for excellent practice. And while Museum School has always prided itself on the quality of its instruction and student outcomes, it is always seen as beneficial to revisit earlier study and to bring newly adopted staff into the family of learning. Therefore, all professional development was designed to ensure the needs of all students are met and to sharpen skills for differentiated student learning. Teachers will receive ongoing development in department meetings, grade-level meetings and staff meetings. Teachers will receive feedback from the principal and the assistant principal in verbal and written form at the end of each classroom visit, and all teachers are aware of their goals for student learning for the current year.**

**Strategies to increase parental involvement**

**All parents were made aware of this initiative at PTA meetings, during SLT and during the *Night of Excellence*.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**At this time, all Museum School teachers have been deemed highly effective as governed by NCLB.**

**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.

**Meeting this goal will not require the use of federal or state resources aside from those already outlined by NCLB and CCSS.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan

**Meeting this goal will not require an additional fiscal expenditure. However, per session money from Tax levy will be used to schedule department and grade-level meetings after school..**

### 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**

- Describe a goal you have identified for the year.

**It is our goal this year to raise the number of students graduating with an Advanced Regents Diploma in June 2012 to 40%. This represents a 20% increase over last year's achievement..**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal.

**Based on the high rate of student outcome for our school it was deemed necessary to put features in place that would allow our students to qualify for the higher level diploma in, which would be much more reflective of their high school achievement.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal

**All seniors will take a fourth year of science, either Advanced Placement Biology or Environmental Science. This will ensure that every student meets the three year minimum requirement. Similarly, all seniors will take a fourth year of mathematics, either Pre-Calculus or Advanced Algebra/Trigonometry to ensure they have at least three years of mathematics, the minimum requirement. Students already take four years of English and four years of social studies. Grade-level meetings for seniors will be geared toward monitoring the progress of students, especially in science and mathematics, to ensure that they remain targeted for the advanced diploma. The guidance counselor and teachers will continually give feedback to students concerning their progress toward the objective. Students will be programmed for Extended Day based on their needs. Similarly, students will attend Saturday Academy in the spring to ensure support and success.**

**Teachers will use CCSS and all learning around assessments and grading to ensure their teaching meets the needs of all individual students and consistently supports learning. These decisions will be based on their own complex learning about assessments and their knowledge of individual student's needs. The principal and assistant principal will observe teaching and monitor learning as outlined in goal 2, and attend all department and grade-level meetings to monitor success. In January of 2012, the principal will meet with teachers who teach seniors to hear the progress of individual students and to hear needs for the spring semester.**

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

**The parents were informed about this goal at an SLT meeting and a PTA meeting..**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Currently, all teachers at Museum School are highly qualified based on guidelines set out in NCLB.**

**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.

**No additional federal or state programs are required to meet this goal other than those set out by CCSS.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Tax levy money has been allocated in per session to support teaching in the spring's Saturday Academy.**

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **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.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title II A, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 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 #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **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.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title II A, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	0	0	0	0	2	0	0	0
<b>10</b>	0	4	1	0	2	0	0	0
<b>11</b>	0	25	17	14	2	0	0	0
<b>12</b>	0	0	0	4	3	0	0	0

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
<b>ELA</b>	<ul style="list-style-type: none"> <li>• After school small group tutoring</li> <li>• Intensive Friday AIS pull-out program in which students get focused help in place of museum module project work</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• After school small group tutoring</li> <li>• Intensive Friday AIS pull-out program in which students get focused help in place of museum module project work</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• After school small group tutoring</li> <li>• Intensive Friday AIS pull-out program in which students get focused help in place of museum module project work</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• After school small group tutoring</li> <li>• Intensive Friday AIS pull-out program in which students get focused help in place of museum module project work</li> <li>• Saturday Academy</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• One-to-one counseling</li> <li>• Small group counseling</li> <li>• Referral to outside service providers</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>• SETSS testing and evaluation</li> <li>• One-to-one conferencing with students and parents</li> <li>• Referral to outside service providers</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>• One-to-one conferencing with students and parents</li> <li>• Home visits</li> <li>• Referral to outside service providers</li> </ul>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>• Nurse conferences with students and parents</li> <li>• Nurse refers students and families to outside service providers</li> </ul>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials 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 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-Teacher Association, and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a dedicated staff person to serve as a liaison between the school and families. The dedicated staff person will work to ensure that our school environment is welcoming and inviting to all parents;
- 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 1<sup>st</sup> 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;
- 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;

### ***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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 promptly 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.

**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 <b>C. Rello Anselmi / Nancy Scala</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>414</b>
School Name <b>NYC Museum School</b>			

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

Principal <b>D. H. Miller</b>	Assistant Principal <b>Joel Lowy</b>
Coach	Coach
ESL Teacher <b>Geoffrey Cobb</b>	Guidance Counselor <b>Lynn Moore</b>
Teacher/Subject Area <b>Marie Claire Chaudoir / ESL</b>	Parent <b>Denise Amses</b>
Teacher/Subject Area <b>Caroline Benjamin / Sp. Ed.</b>	Parent Coordinator
Related Service Provider	Other
Network Leader <b>Nancy Scala</b>	Other

### 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	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>437</b>	Total Number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.46%</b>
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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. When admitting students new to the Department of Education, the pupil accounting secretary Savita Rahaman (a licensed pedagogue) and/or school guidance counselor Jennifer Offerman ensure that parents complete the Home Language Identification Survey (HLIS), as well as sit for an informal oral interview with the principal Darlene Miller and assistant principal Joel Lowy. If parents and students need native language support in Spanish, Russian, Hindi, or Chinese (Cantonese) during the interview process, a staff member is called upon to assist. If support in another language is necessary, an interpreter is hired (if there has been advanced notice) or an over-the-phone interpreter is used on "conference call." Students identified as possible ELLs through the HLIS and informal interviews are administered the LAB-R exam (or Spanish LAB-R for Spanish-speaking ELLs) by a licensed ESL teacher within 10 days of admission into the school system. One of our licensed ESL teachers, Geoffrey Cobb, is fluent in Spanish and Russian. The test is scored and a determination is made based on the student's score as to whether or not the student qualifies for ESL services. Students who are identified as ELLs prepare for and take the NYSESLAT in the Spring. All eligible students are identified using the RLER report in ATS, and are programmed accordingly for ESL instruction and NYSESLAT preparation. The assistant principal schedules the administration of the NYSESLAT exam to ensure that all eligible students are tested in an appropriate environment and in a timely manner.
2. The assistant principal Joel Lowy gives parents of ELLs a thorough explanation of the three program choices available to their child as soon as their child is identified as an ELL: Transitional Bilingual, Dual Language, and Freestanding ESL. We attempt to get the parent in to the school within the next business day, but if not, we conduct the conversation by telephone. The parent is made aware of the option to have their child placed in an appropriate program in an appropriate school. The only program in place at our school is a Freestanding ESL program. Parents are given a clear explanation of the program and how their students will participate.
3. The parents of students identified for services are given the entitlement letters in person or by registered mail. Copies of these letters are kept on file. Parents then must complete and return the parent survey and choice of program selection form within 10 days in person or by mail. Forms are kept on file in the school and the students' permanent files. Students are subsequently given a program which includes appropriate ESL instruction until reaching proficiency on the NYSESLAT, and modified ESL support for 2 transitional years after attaining proficiency. The school parent coordinator arranges orientation for ELL parents at the beginning of the year and on an individual basis during the year if required.
4. Placement letters are maintained in the students' permanent files. Continued entitlement letters are distributed as necessary, and are also placed in the students' permanent files. Students are placed in beginning, intermediate, or advanced ESL classes based upon their LAB-R or most recent NYSESLAT results. Parents are informed of their children's placement in their native languages. Translation services are provided as necessary.
- 5 and 6. Our school only has a freestanding ESL program, and parents have thus selected that program. We typically have less than 5 ELLs each year, and thus the only trend data to analyze is the consistent selection of a freestanding ESL program.

## Part III: ELL Demographics

## A. ELL Programs

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

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

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>											1		1	2
<b>Push-In</b>											1		1	2
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	2	0	2	4

## B. ELL Years of Service and Programs

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

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				2		1				2
<b>Total</b>	0	0	0	2	0	1	0	0	0	2

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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

## A. Programming and Scheduling Information

- 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?

- 1a. The school has 1 section of self-contained ESL instruction, taught by a licensed ESL teacher. ELLs also receive push-in ESL instruction if also scheduled for a Collaborative Team Teaching section of English, Math, Science, and/or Social Studies.
- 1b. The self-contained ESL classes use a homogenous ungraded model, and the push-in instruction is by block.
- 2a. The advanced ESL student in the free-standing ESL class meets 4 times per week in 53-minute blocks, to meet the 180-minute minimum. He also receives ELA instruction 4 times per week in 53-minute blocks. Our 1 intermediate student receives a free-standing ESL class 4 times per week in 53-minute blocks, as well as push-in instruction 4 times per week in ELA class, which meets the 360-minute minimum.
3. All instruction is in English, and thus ESL students in content-area collaborative team teaching structures get assistance in the content-area from push-in teachers.
4. ELLs are evaluated in their native languages whenever native language test materials can be acquired, as when students take Regents exams. Our ELLs are high performing students and are able to perform satisfactorily on evaluations and formative assessments in English.
- 5a. We have no SIFE students currently, but if we did, we would begin our instructional plan by assessing the student using the Performance Series assessments to appropriately gauge grade level performance in English and Math. If the student showed the ability to move at an accelerated pace to catch up to an age-appropriate grade level, the student will be given additional supports after school and in classes that may be off grade-level in order to fill in gaps in instruction. SIFE students will also be given the opportunity to earn credit by examination if they meet the criteria.
- 5b. We have no newcomers currently, but if we did, we would begin our instructional plan by programming the student in as many team-teaching settings as possible, to ensure that one adult will always be able to provide instructional and emotional/social support. The student would also be programmed for extra sessions with our reading specialist Caroline Benjamin so that he/she would be able to quickly acquire the necessary English-language reading skills to be successful in school.
- 5c and d. Our ESL team seeks to provide appropriate transitional support for ELLs who have been receiving service for more than 4 years, by ensuring that students have access to native language materials (like dictionaries and readers) to foster greater independence. We also attempt to program those students with teachers who have experience working with ELLs in their classrooms. Within the ESL classes, long-term ELLs are given different materials and assignments that will help foster independent growth and progress.
6. Special Education teachers provide various graphic organizers and English language support materials to ensure that students with disabilities have access to academic content while accelerating English language development. Spanish speaking students have Spanish-English dictionaries and Chinese students, when possible, have Chinese-English dictionaries, though there are multiple Chinese dialects reflected in our Chinese speaking population.
7. Our ELLs with special needs are encouraged to participate in the school's pull-out Resource Room program or push-in Collaborative Team Teaching program. That way they can receive on-the-spot support for learning needs that may be connected to ESL issues.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

speak. Do not include:

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

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

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

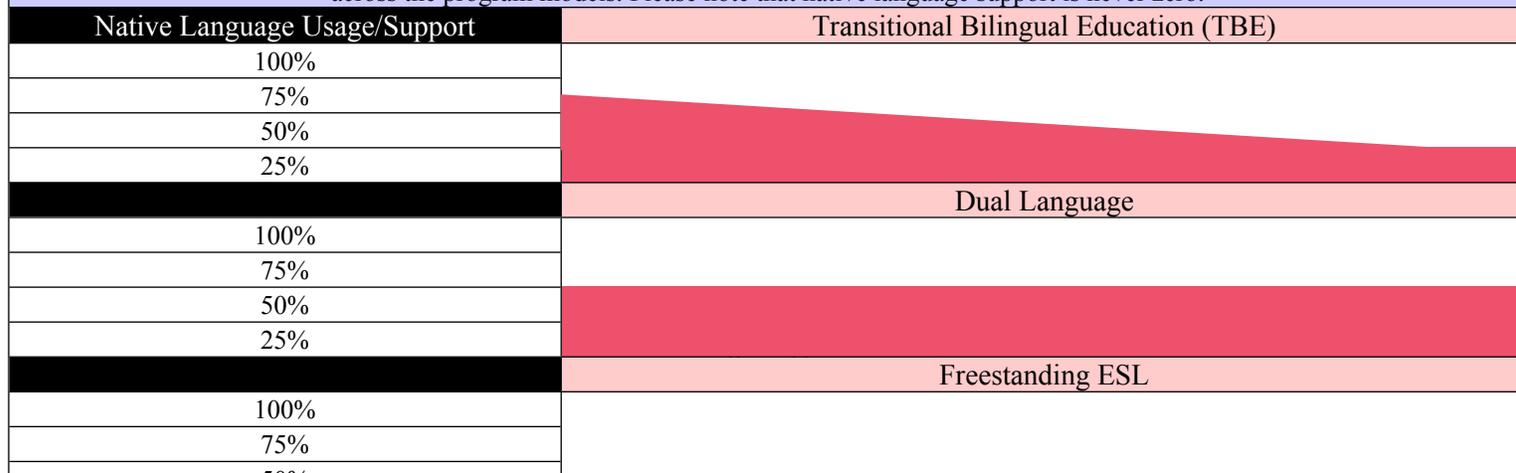
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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



## B. Programming and Scheduling Information--Continued

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

8. ELLs who do not show success in their classes are placed in an intensive Academic Intervention Services program that meets all day on Fridays. Students receive small group instruction, one-on-one tutoring and conferring, additional support materials, Wilson method reading instruction, small-group math instruction using the Khan Academy website, small group social studies instruction using the History Alive! series, small group science instruction using hands-on lab-based experiments other and multi-media resources to ensure success across the content areas.

9. For 2 years after ELL students reach NYSESLAT proficiency, we continue to offer testing accommodations such as use of native language dictionaries, extended time, and separate testing locations. They also receive after-school small group tutoring, to ensure a smooth transition into the mainstream program. Our ELL students have always reached graduation requirements within 4 years, but in the event that we have a student who does not reach those requirements within 4 years, we will ensure proper programming of the student in an ESL course with a teacher who is familiar with the literacy issues facing students of that first language. Outside of their regular academic programming, we will ensure appropriate summer ESL enrichment in summer school, as well as focused after-school ESL tutoring and the use of online English language support courses through Aventa Learning.

10. none

11. none

12. NYCMS provides a rigorous integrated curriculum requiring students to apply the knowledge they acquire in their subject-based classes to interdisciplinary studies jointly designed by subject teachers and supported by museum education programs. The interdisciplinary "Museum Module Projects" provide ELLs with invaluable experiential learning in the English language. These courses of study require extensive observation of objects in non-school environments, such as museums expositions, and the physical city, followed by note-taking, discussion, reading and research, writing, and speaking. Assessment of student achievement is based on written work and oral presentation, which are the culminating activities of these courses of study. Cultural aspects of the modules honor the native backgrounds and languages of students. The museum study, along with literature used in the humanities, honors native cultures and scaffolds instruction from native language to English. ELLs are also supported in learning content and academic language through small group instruction during the school day, as well as through mandated after school tutoring sessions. ELLs attend regular assemblies along with non-ELL students, during which issues of school community, diversity, cultural identity, and languages are discussed.

13. The school librarian provides access to materials and websites, which support learning for students and provide resources for teachers. Spanish speaking students have access to native language materials like novels, dictionaries, magazines, and web resources in their classrooms and in the school library.

14. In our freestanding ESL program model, all instruction is 100% in English, but if a child requires support, we use a "buddy system" in which an ELL student is paired with an English-speaking student in class who also speaks the native language, as well as providing time in which an ELL student meets with a bilingual teacher who speaks their native language, to fill in instructional gaps and clarify class work. We do not have Dual Language Program nor Transitional Bilingual Program models.

15. All ESL instructional materials are carefully selected to be age-appropriate. Students do not read juvenile material just because their level of English language usage is more elementary. Novels, magazines, and other resources are selected by the ESL teachers and principal to ensure appropriateness. Instructional methodologies are always high school methodologies, and students are treated as they would be in any other class.

16. Newly enrolled ELLs and their families are invited to the school to participate in 2 orientations -- one in the Spring and one in the early Fall, at which translators and interpreters are available to assist them.

17. Spanish and Japanese

## 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?
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9. For 2 years after ELL students reach NYSESLAT proficiency, we continue to offer testing accommodations such as use of native language dictionaries, extended time, and separate testing locations. They also receive after-school small group tutoring, to ensure a smooth transition into the mainstream program. Our ELL students have always reached graduation requirements within 4 years, but in the event that we have a student who does not reach those requirements within 4 years, we will ensure proper programming of the student in an ESL course with a teacher who is familiar with the literacy issues facing students of that first language. Outside of their regular academic programming, we will ensure appropriate summer ESL enrichment in summer school, as well as focused after-school ESL tutoring and the use of online English language support courses through Aventa Learning.

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14. In our freestanding ESL program model, all instruction is 100% in English, but if a child requires support, we use a "buddy system" in which an ELL student is paired with an English-speaking student in class who also speaks the native language, as well as providing time in which an ELL student meets with a bilingual teacher who speaks their native language, to fill in instructional gaps and clarify class work. We do not have Dual Language Program nor Transitional Bilingual Program models.

15. All ESL instructional materials are carefully selected to be age-appropriate. Students do not read juvenile material just because their level of English language usage is more elementary. Novels, magazines, and other resources are selected by the ESL teachers and principal to ensure appropriateness. Instructional methodologies are always high school methodologies, and students are treated as they would be in any other class.

16. Newly enrolled ELLs and their families are invited to the school to participate in 2 orientations -- one in the Spring and one in the early Fall, at which translators and interpreters are available to assist them.

17. Spanish and Japanese

## 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?
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELLs who do not show success in their classes are placed in an intensive Academic Intervention Services program that meets all day on Fridays. Students receive small group instruction, one-on-one tutoring and conferring, additional support materials, Wilson method reading instruction, small-group math instruction using the Khan Academy website, small group social studies instruction using the History Alive! series, small group science instruction using hands-on lab-based experiments other and multi-media resources to ensure success across the content areas.

9. For 2 years after ELL students reach NYSESLAT proficiency, we continue to offer testing accommodations such as use of native language dictionaries, extended time, and separate testing locations. They also receive after-school small group tutoring, to ensure a smooth transition into the mainstream program. Our ELL students have always reached graduation requirements within 4 years, but in the event that we have a student who does not reach those requirements within 4 years, we will ensure proper programming of the student in an ESL course with a teacher who is familiar with the literacy issues facing students of that first language. Outside of their regular academic programming, we will ensure appropriate summer ESL enrichment in summer school, as well as focused after-school ESL tutoring and the use of online English language support courses through Aventa Learning.

10. none

11. none

12. NYCMS provides a rigorous integrated curriculum requiring students to apply the knowledge they acquire in their subject-based classes to interdisciplinary studies jointly designed by subject teachers and supported by museum education programs. The interdisciplinary "Museum Module Projects" provide ELLs with invaluable experiential learning in the English language. These courses of study require extensive observation of objects in non-school environments, such as museums expositions, and the physical city, followed by note-taking, discussion, reading and research, writing, and speaking. Assessment of student achievement is based on written work and oral presentation, which are the culminating activities of these courses of study. Cultural aspects of the modules honor the native backgrounds and languages of students. The museum study, along with literature used in the humanities, honors native cultures and scaffolds instruction from native language to English. ELLs are also supported in learning content and academic language through small group instruction during the school day, as well as through mandated after school tutoring sessions. ELLs attend regular assemblies along with non-ELL students, during which issues of school community, diversity, cultural identity, and languages are discussed.

13. The school librarian provides access to materials and websites, which support learning for students and provide resources for teachers. Spanish speaking students have access to native language materials like novels, dictionaries, magazines, and web resources in their classrooms and in the school library.

14. In our freestanding ESL program model, all instruction is 100% in English, but if a child requires support, we use a "buddy system" in which an ELL student is paired with an English-speaking student in class who also speaks the native language, as well as providing time in which an ELL student meets with a bilingual teacher who speaks their native language, to fill in instructional gaps and clarify class work. We do not have Dual Language Program nor Transitional Bilingual Program models.

15. All ESL instructional materials are carefully selected to be age-appropriate. Students do not read juvenile material just because their level of English language usage is more elementary. Novels, magazines, and other resources are selected by the ESL teachers and principal to ensure appropriateness. Instructional methodologies are always high school methodologies, and students are treated as they would be in any other class.

16. Newly enrolled ELLs and their families are invited to the school to participate in 2 orientations -- one in the Spring and one in the early Fall, at which translators and interpreters are available to assist them.

17. Spanish and Japanese

## E. Parental Involvement

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

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

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

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

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

The principal has ensured that all teachers at NYCMS have participated in high quality, literacy-focused professional development. This PD is ongoing and is based aligning each department with the new core standards. Examination of ideas found in Wiggins and McTighe's Understanding By Design, Fred Newman's A Guide to Authentic Instruction and Assessment, Vygotsky's "Zone of Proximal Development," Bloom's Taxonomy, and other high quality pedagogic resources specific to ELLs have also been used. Further PD is scheduled to address literacy across the curriculum. PD sessions will take place on:

September 6 (half-day)

September 7 (half-day)

October 3

October 17

November 7

November 8 (all day)

December 5

December 19

January 9

January 23

January 30

February 6

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January 9

January 23

January 30

February 6

February 13

March 5

March 19

April 2

April 23

May 7

May 21

June 7 (all day)

The principal also conducts a daily Professional Development lunchtime group consisting of one member of each department, at which these teacher leaders are trained to lead their departments in all forms of professional development, including ELL-related PD. Teachers of ELLs have common planning time during departmental and grade level meetings, during which they can discuss and review approaches used for bringing ELLs closer to English proficiency. The training these teachers receive amounts to far more than 7.5 hours, and specifically includes differentiation strategies for reading and writing, and building access to the Common Core State Standards for students with special needs and language issues. Records of these sessions are maintained through an archiving of professional development materials and sign-in sheets as records of individual teachers' attendance.

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# 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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. As a small high school, in addition to LAB-R and recent NYSESLAT results, our school uses Acuity periodic assessments, general reading samples and other classroom generated materials to assess literacy skills. The Acuity data indicates that our ELLs ability to read and analyze texts further impedes the students' ability to respond in writing to texts. We have begun instructional professional development around the teaching of reading and writing across disciplines, to best serve all students including ELLs.

2. Last year's NYSESLAT (Spring 2011) demonstrated that all students still perform at either the "advanced" or "intermediate" level and have not reached full proficiency. While overall scores on the NYSESLAT improved for half of the students who have returned from the previous year, there is still a trend toward strength in speaking and listening, with reading and writing as ongoing weaknesses. Analysis

### 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

### NYSESLAT Modality Analysis

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

### NYS ELA

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

### NYS Math

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Integrated Algebra	2	0	2	0
Geometry	1	1	0	0
Algebra 2/Trigonometry	1	0	0	0
Math				
Biology				
Chemistry	1	0	0	0
Earth Science	1	1	0	0
Living Environment	2	0	2	0
Physics				
Global History and Geography	1	1	1	0
US History and Government	1	0	1	0
Foreign Language	1	0	1	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** NYC Museum School

**School DBN:** 02M414

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D. H. Miller	Principal		12/1/11
Joel Lowy	Assistant Principal		12/1/11
	Parent Coordinator		
Geoffrey Cobb	ESL Teacher		12/1/11
Denise Amses	Parent		12/1/11
Marie Claire Chaudoir / ESL	Teacher/Subject Area		12/1/11
Caroline Benjamin / Sp. Ed.	Teacher/Subject Area		12/1/11
	Coach		
	Coach		
Lynn Moore	Guidance Counselor		12/1/11
Nancy Scala	Network Leader		12/1/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 02M414      **School Name:** NYC Museum School

**Cluster:** 1      **Network:** CFN 107 / Nancy Scala

**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**

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

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

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

The school has 2 major language needs: Spanish and Chinese (both Mandarin and Cantonese). Although a greater percentage of our school's population is of Hispanic origin, only 65, or about 15%, of our parents require written translation and oral interpretation services in Spanish. Conversely, 78, or about 18%, of our parents require written translation and oral interpretation services in Chinese, though there are fewer Chinese students. Additionally, 22, or about 5%, of our parents require written translation and oral interpretation services in Arabic. These findings were made public to the school in a staff meeting, at which time the translation and interpretation resources available to teachers were also discussed.

## 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.

Letters informing parents of parent-teacher conferences, PTA meetings, and other important events are translated into Spanish, Chinese, Arabic, Russian, and Serbian, to also inform the community of the availability of services, and how to request such services. The letters were sent to the DOE Translation Bureau for translation, or were translated by in-house school staff. Parents that speak another language were provided with a translated Bill of Parents' Rights at parent-teacher conferences, and for those parents who did not report to parent-teacher conferences, their children received copies to take home.

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

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

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

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