



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** MIDDLE SCHOOL 587 OF THE ARTS

DBN : 17K587

PRINCIPAL: DANQUA BROOKS

EMAIL: [DBROOKS9@SCHOOLS.NYC.GOV](mailto:DBROOKS9@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **BUFFIE SIMMONS**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Daniqua Brooks	*Principal or Designee	
Tyona Marrimon	*UFT Chapter Leader or Designee	
Marilyn Boyd	*PA/PTA President or Designated Co-President	
Cheryll Christie	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Monique Wilson	Member/ UFT Member	
Kareem Frazier	Member/ UFT Member	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

*Teachers will create 8 units of study aligned to the Common Core Learning Standards (CCLS) in English Language Arts, Math, Social Studies and Science.*

### **Comprehensive needs assessment**

- As measured by the 2012 NYS Standardized Examinations, 80% of the student population did not achieve proficiency in ELA or Math. The skills necessary for students to perform at a Level II and higher were not in alignment with teachers' curriculum maps, unit plans and lesson plans. Through CCLS alignment, teachers will focus on skills that students need to know and demonstrate.

### **Instructional strategies/activities**

#### **Strategies/activities we have in place to identify the needs of student sub groups are:**

- extended day program every Monday and Tuesday for students who performed at a Level I, Level II
- weekly staff meetings and weekly teacher team meetings to constantly assess student needs as evidenced by formative, interim and summative assessments
- inquiry teams
- Purposeful grouping to identify student sub groups
- student led conferences

#### **Resources used to implement these strategies/activities are:**

- instructional leads for their grade and/or department team and turnkey information from targeted professional development sessions and bi-weekly meetings with the administration
- Facilitate on-going professional development for staff members to engage in CCLS work and rubric
- Teachers will collaborate to assess the quality of student work and units of study that comes out of the implementation rounds

#### **Steps taken to include teachers in the decision making process are:**

- Weekly teacher team meetings and staff meetings that encourage dialogue
- Formative observations (i.e. learning walks, walk-throughs) to give feedback based on a qualitative rubric
- Professional development sessions facilitated by internal and external resources (i.e. network, administration, instructional leads)

#### **Timeline for implementation:**

- Ongoing – September 2012 to June 2013

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

- Parent workshops facilitated by CBO 21 Century Grant/Leadership
- Parent Surveys to identify parent needs and interest
- Parent Coordinator serves as a liaison between administration and parents
- Professional Development for Parent Coordinator
- Parent Association Meetings
- Activities hosted by school and Parent Association
- On-going collaboration between Parent Association board and administration

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

The monies will be coordinated with the human resources to pay teachers their salaries, per session for their participation in CCLS work. Resources to support this work include:

- Instructional materials to support the work of CCLS
- Technology to support instruction in the classroom
- Professional Development

## **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**

Improve teacher practice around effective pedagogical practices utilizing Charlotte Danielson's Framework for Teaching. Each teacher will receive a minimum of six formative observations.

### **Comprehensive needs assessment**

- As measured on the 2012 Progress Report and 2012 NYS Standardized examinations, students showed a 57.0% improvement on the ELA examination; students showed a 39.0% improvement on the Math examination. In addition, through formative observations, majority of teachers are ineffective/developing their pedagogy. Utilizing a rubric that is based in researched based practices will allow teachers to effectively teach, thereby maximizing student outcomes.

### **Instructional strategies/activities**

**Teachers will utilize the Danielson rubric, thereby, strengthening their teacher practice. Strategies/activities used to identify student sub groups are:**

- Effective grouping based on data
  - Differentiation and UDL techniques to further support the needs of our sub groups
  - Inquiry teams
  - Learning Walks so teachers can observe best practices
  - Cycles of formative observations and timely, accurate feedback
- Resources used to implement these strategies/activities are:**
- Facilitate professional development where teachers engage in conversations and utilize resources (e.g.;videos on ARIS Learn, teacher team meetings) to improve their individual practice
  - Teachers will conduct inter-visitations and give feedback using the language from Danielson's framework.
  - Facilitate professional development where teachers engage in conversations and utilize resources (e.g.;videos on ARIS Learn, teacher team meetings) to improve their individual practice
  - Administrative team will conduct on-going cycles of formative observations, followed by norming through developmental language
- Steps taken to include teachers in the decision-making regarding are:
- Bi-weekly meeting between administration and instructional leads
  - Weekly teacher team meetings
  - On-going feedback and targeted next steps for improving teacher practice
- Timeline for implementation:**
- September to June

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

- Parent workshops facilitated by CBO 21 Century Grant/Leadership
- Parent Surveys to identify parent needs and interest
- Parent Coordinator serves as a liaison between administration and parents
- Professional Development for Parent Coordinator
- Parent Association Meetings

- Activities hosted by school and Parent Association
- On-going collaboration between Parent Association board and administration

**Budget and resources alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      X   Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

The monies will be coordinated with the human resources to pay teachers their salaries, per session for their participation in CCLS work. Resources to support this work include:

- Instructional materials to support the work of teacher practice
- Technology to support instruction in the classroom
- Professional Development

### **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**

Improve student performance in the lowest third percentile as measured on the 2012 English Language Arts State Examination by 5%.

#### **Comprehensive needs assessment**

As evidenced on the 2012 English Language Arts State Examination, 80.1% of students performed at a Level 1 and Level II. The average proficiency score for ELA was 2.25. Through formative and interim assessments, such as AQUITY, the data showed that this student population needs support with their foundational skills in literacy. These skills include, but not limited to, decoding, use of contextual clues, inference and vocabulary acquisition.

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

##### **Strategies/activities used to identify student sub groups are:**

- Targeted professional development for the whole staff targeting this sub group
- Incorporate formative and interim assessments in ELA
- Analyze student work products in teacher team meetings
- Provide intensive supports to students via extended day program on a weekly basis
- Teachers will create units of study and performance tasks aligned to the Common Core Learning Standards to further prepare students for the ELA standardized examination
- Students will be grouped according to need and given targeted small group instruction
- Implement a "Go Green" Campaign through a school wide data tool that color codes students' performance levels (e.g.; green means proficient)
- Conduct an item-analysis of the 2012 ELA Standardized Exam with staff to identify strategies and supports for students
- Differentiation and UDL techniques to support the needs of the lowest 1/3 student population
- Student conferencing

##### **Resources used to implement these strategies/activities:**

- Research based rubric to guide effective teacher practice
- Targeted Professional development for teachers
- Extended Day Program to support students with their skill building
- On-going observations and timely feedback
- Work with Achievement Coach

##### **Steps taken to include teachers in the decision-making process:**

- Analysis of on-going data such as formative, interim and summative assessments
- Staff meetings and teacher team meetings to discuss next steps
- Instructional Lead meetings
- Check-ins with teachers

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

- Parent Conferences to discuss performance of students
- Monthly Parent Association meetings to engage parents on how to support their children

- Weekly Parent As Partners (PAP) Folders backpacked home to inform parents about the progress of their children and correspondences related to the school

**Budget and resources alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      x   Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

The monies will be coordinated with the human resources to pay teachers their salaries, per session for their participation in CCLS work. Resources to support this work include:

- Instructional materials to support the work of lowest 1/3 student sub group
- Technology to support instruction in the classroom
- Professional Development

### **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) key personnel 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**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended Day	Small Group (10 students)	After School
Mathematics	Extended Day	Small Group (10 students)	After School
Science	Extended Day	Small Group (10 students)	After School
Social Studies	Extended Day	Small Group (10 students)	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, SAPIS WORKER	Small Group, One-to-One, SAPIS	During the day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Every teacher at Middle School 587 Of The Arts holds a NYS Certification. Teaching staff will receive on going professional development that will support them in developing their teacher practice and professional development to individual or groups of teachers. This will be based on individual needs as they relate to student achievement and outcomes. All staff engages in a reflection and set a SMART Goal directly tied to student achievement. All staff also engaged in a reflection of their teacher practice utilizing a research based rubric, Charlotte Danielson's Framework for Teaching.

Administration conducts formative observations and gives feedback throughout the year. The weekly professional development facilitated at staff meetings and teacher team meetings are based on school wide goals, teacher needs/interests and student needs. In collaboration with CFN 610, teachers are invited to participate in network-based professional development focused on the Common Core Learning Standards, curriculum development, and content-based best practices.

Middle School 587 Of The Arts wants to retain highly qualified staff by offering various leadership opportunities and involve staff member s in decision-making, such as instructional lead teams, teacher teams, inquiry teams and various committees.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**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:

- *Engage parents through continuous dialogue, access to resources and information and encourage parent voice on various committees in the school*
- *+Conduct yearly Parent Association elections for Executive Board Member*
- *Conduct monthly Parent Association meetings*
- *Parent workshops facilitated by CBO 21 Century Grant/Leadership*
- *Parent Surveys to identify parent needs and interest*
- *Parent Coordinator serves as a liaison between administration and parents*
- *Professional Development for Parent Coordinator*
- *Activities hosted by school and Parent Association*
- *On-going collaboration between Parent Association board and administration*

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 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;
- 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 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.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>Jose Ruiz/ Wendy Karp</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>587</b>
School Name <b>Middle School of the Arts 587</b>			

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

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

### 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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</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>18</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>346</b>	Total Number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>5.20%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	0	0					0
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	0	0					0
<b>Push-In</b>							7	10	1					18
<b>Total</b>	0	0	0	0	0	0	7	10	1	0	0	0	0	18

## B. ELL Years of Service and Programs

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

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

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

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

## A. Programming and Scheduling Information

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

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

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

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

11. We will not discontinue any services or programs.

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

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

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

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

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

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

### C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

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

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

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

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. We use Fountas and Pinnell, LAB-R and NYSESLAT to assess the early literacy skills of our ELLs. The data tells us that our ELL students perform better on the listening and speaking portion of the NYSESLAT than the reading and writing sections. 17 out of 18 students scored at the advanced or proficient levels in listening and speaking and 8 out of 18 students scored at the advanced or proficient levels in reading and writing. Additionally, 2 out of 18 students scored at the beginning level reading and writing. Overall, our students are not meeting the standards on the New York State assessments in ELA and Mathematics: based on the data only 8 students scored at level 1 and 6 at level 2 on the NYS ELA exam; 4 students scored at level 1 and 9 scored at level 2 on the NYS Math exam. However, our NYSAA students scored at level 3 and 4 on the ELA and Mathematics assessments. As a result of the analysis of this data, the school has to place an emphasis on the development of literacy, writing skills, comprehension and vocabulary development across the curriculum and grades, focus on providing professional development on using appropriate ELL methodologies to build their academic vocabulary, comprehension and writing skills. In addition, strategic programming must be implemented to address the needs of these students and provide additional time for teachers to collaborate to analyze and discuss students work, plan instructional tasks and set appropriate goals to monitor and support students progress.

2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that the most of our students are scoring at the advance level of proficiency, two are beginners, seven are intermediate and eight are at the advanced level. The sixth grade students are out performing the seventh and eighth grade students on both assessments. While we do not have a large ELL population, we notice that across the grade levels, students are demonstrating proficiency in the areas of listening and speaking. There are 17 out of 18 students meeting proficiency in this area; however students have not demonstrated proficiency in the areas of reading and writing across the grade levels. As compared to the NYS ELA and Math assessments, we find that the results of the NYSESLAT reading/writing sections are aligned to the outcomes of the NYS ELA and Math test which require students to write extensively. fourteen of our students scored at levels 1 and 2 on the NYS ELA exam and thirteen scored at levels 1 and 2 on the NYS Math exam.

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

4. Through the assessment analysis across grade and proficiency levels, we have found that in the 6th grade, there are no students at the beginners level, three students scored at the intermediate level and four at the advance level, on the 7th grade, one student scored at the beginners level, four at the intermediate level and four at the advance level, the only 8th grade student, scored at the beginners level. The student results on the NYS ELA and Math test across grades also demonstrate that students are not meeting proficiency. The results of the 2011 ELA test reveal that in grade 6, there are four students at level 1 and two students at level 2 and one student at level 3; in grade 7, there are four students at level 1 and four students at level 2. There are two NYSAA students who scored at level 3 on grade 6 and level 2 on grade 8. The results of the 2011 Math test reveal that in grade 6, there is one student at level 1, five students at level 2 and one student at level 3, in grade 7 there are three students at level 1, four students at level 2 and one student at level 3. There are two NYSAA students who

scored a level 3 at grade 6 and level 4 at grade 8.

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

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

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Middle School of the Arts 587

**School DBN:** 17K587

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

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

**School Name: Middle School of the Arts 587**

**School DBN: 17K587**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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