



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** THE MIDDLE SCHOOL FOR ART AND PHILOSOPHY (18K588):

PRINCIPAL: NEIL J. MCNEILL, JR.

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SUPERINTENDENT: MS. BEVERLY WILKINS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Neil J. McNeill, Jr.	*Principal or Designee	
Lorraine Swearing	*UFT Chapter Leader or Designee	
Geneva Francis	*PA/PTA President or Designated Co-President	
	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	
Jeron Haigler	Member/UFT	
Pamela Benning	Member/ UFT	
Matthew Campbell	Member/ UFT	
Judy Charles	Member/Parent	
Aneesha Perryman	Member/ Parent	
Vacancy	Member/	
Vacancy	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school leaders, in collaboration with the teachers, including teachers of students with disabilities, should work together to develop efficient and effective 'walkthrough' and formal observation formats to establish what is 'non-negotiable' for every classroom environment and clear expectations for instruction in all classrooms, including those where students with disabilities are embedded. School leaders should provide immediate written feedback to teachers during walkthroughs which include specific time bound next steps. Formal observations should also include recommendations for improvement that include next steps which are time bound. –SQR 11-12 p. 5

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*MSAP will develop a functional system to conduct targeted and frequent observations that tracks teacher progress so that 50% of teachers' practice in at least one component of the Danielson Framework will have moved one proficiency level as demonstrated through formative assessment by June 2013.*

### **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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

a. *Assess teachers using Boyle's Matrix.*

*Teachers will complete a self–assessment using the research based Enhancing Professional Practice Danielson's framework, competencies 1e, 3b and 3d, Designing Coherent Instruction, Questioning and Discussion Techniques, and Using Assessment in Instruction respectively.*

*The principal will conduct 1 to 1 meetings with each individual teacher to collaborate on an outline for their goals.*

*Teachers will submit a goals form based on their 1 to 1 meetings.*

*Rounds of frequent formative actionable feedback will be given to staff on an ongoing basis throughout the year.*

*Strategic use of student data contained in ARIS over time will also indicate improvement of teaching and learning.*

*Professional Development sessions will be created to address individual teacher needs.*

b. Principal, Assistant Principal, Instructional Lead Teachers, all teachers and Network Support Staff

c. *By July 2012, the administrative team will have also assessed staff using Boyle's Matrix.*

*By October 15, 2012, teachers will have submitted teacher self-assessments*

*By November 15, 2012 teachers will have received a copy of Danielson's Framework for Enhancing Professional Practice.*

*By December 1, 2012 the principal will have conducted 1 to 1 meetings with each individual teacher to outline their goals.*

*By December 15, 2012, teachers will have submitted their goals form based on their 1 to 1 meetings.*

*A number of rounds of formative feedback will be given to staff on an ongoing basis throughout the year, the first to be completed by October 1, 2012.*

*September 12 – June 13 - Professional Development sessions will be created to address individual teacher needs, ongoing throughout the school year.*

**Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-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).

Tax levy and all Title I monies will be used support teacher development through the funding of the assistant principal. Specific Title I 5% set-aside for highly qualified teachers and Priority monies will be used to purchase copies of *Danielson's Framework for Teacher Practice* as well as consulting with ASCD (Association for Supervision and Curriculum Development) and membership in content specific professional organizations. ARRA/RTTT Citywide Expectation funds will be used to organize and focus school wide improvement and inquiry efforts through the establishment of a school wide team consisting of administrators and instructional lead teachers to drive and coordinate improvement efforts. ARRA/RTTT Data specialist monies will be used to support the data specialist in creating a central data bank for teacher to analyze a variety of data sources. Currently, 24 STH students are supported in the same way as others and additional supplies will be purchased and allocated specifically for their use (including but not limited to uniform shirts, binders, pens, folders).

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school leaders, with the support of the SESIS, should provide professional development (PD) opportunities for all teachers on a variety of instructional strategies to promote differentiation of instruction, including content, process and product. The focus of the PD should be on the use of data to drive lesson planning and instruction. Strategies should focus on ensuring that tasks match the academic needs of the identified subgroup and are aligned to CCLS. School leaders should regularly monitor teachers' planning and instructional practice in the classroom to ensure that differentiated activities are in place for students with disabilities throughout the school. –SQR 11-12 p. 4

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*All Teacher teams will meet three times per week across grades and/or subjects to modify planning and enable all student's access to a robust curriculum as evidenced by the NYC DOE Instructional Materials Review Rubric in Literacy and Math.*

**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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

a) *Identify team leaders to collaborate with school leaders and teacher teams.*

*Teacher teams including the arts and technology disciplines create norms for regularly scheduled meetings.*

*Teacher teams post agendas and minutes on the school's google platform to ensure collaboration by all teachers including the arts, philosophy and school leaders.*

*Teacher teams will collaborate during grade and/or subjects to modify/create CCLS aligned unit and lesson plans to ensure that students have access to a robust concept based curriculum.*

*The school leaders and staff will create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why, by having teacher teams collaborate during grade and/or subjects to modify/create CCLS aligned units of study including formative and final tasks as well as lesson plans to ensure that pertinent decisions will be made in regards to academic curriculum and students use of higher cognitive abilities*

Teachers will use a variety of tools including CCLS , DOK and UDL to appropriate align unit lesson plans that promote rigor and higher order thinking skills to assist students in the analysis and citation of information to substantiate a stance while infusing multiple entry points to address and instructionally challenge all students

To further ensure that all students have access to a robust concept based curriculum, teacher inquiry teams will evaluate the CCLS aligned created units of study against the NYC DOE Instructional Materials Review Rubric in Literacy and Math

- b) *Key personnel who will assist in driving this goal are Principal, Assistant Principal, SESIS, School Wide Inquiry Team Members and Teachers, Network support PD in CCLS aligned units of study, rigorous tasks and a deeper look at Danielson's Framework will be turnkeyed to staff by ELA and Math Ambassadors*
- c) *Ongoing through June 2013: Teacher teams post agendas and minutes on the school's google platform to ensure collaboration by all teachers including the arts, philosophy and school leaders.*

*By the end of October 2012, teacher teams create norms for regularly scheduled meetings.*

*By the end of October 2012, the school wide Inquiry Team will collaborate on a regular basis to discuss school wide instructional concerns and develop plans to support the inquiry of teacher teams.*

*By the end of January 2013, the staff will engage in a survey to determine next steps for professional development based on individual teacher needs as well as school wide trends identified as part of learning walks and observations.*

*By the end of March 2013, teachers will have engaged in at least one round of inter-visitation to view colleagues' rigorous professional practices that focus on ensuring that instruction matches the academic needs of the identified subgroup and are aligned to CCLS.*

- d) *Ongoing October 2012-June2013*

#### **Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-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).

Tax levy and all Title I monies will be used support teacher development and collaboration through the funding of the assistant principal and programmatic time designated for common planning within and across grades and disciplines. Specific Title I 5% set-aside for highly qualified teachers and Priority monies will be used for consulting with ASCD (Association for Supervision and Curriculum Development) and membership in content specific professional organizations as resources for teacher planning and collaboration. ARRA/RTTT Citywide Expectation funds will be used to organize and focus school wide improvement and inquiry efforts through the establishment of a school wide team consisting of administrators and instructional lead teachers to drive and coordinate improvement efforts. ARRA/RTTT Data specialist monies will be used to support the data specialist in creating a central data bank for teachers to analyze a variety of data sources used in planning efforts. Title I Priority/Focus SWP monies (per session and per diem) will be used to support teacher per session to revise curriculum maps, attend professional development and visit best practices both in and out of the school. TL NYSTL and Title I Priority monies will be used to purchase instructional materials (such as developmentally appropriate and rigorous novels, mathematics manipulatives, science kits and other hand-on resources, and non-fiction resources (see p. 26-27)) to ensure the development of a robust curriculum. Currently, 24 STH students are supported in the same way as others and additional supplies will be purchased and allocated specifically for their use (including but not limited to uniform shirts, binders, pens, folders).

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school leaders, along with the support of the school data specialist, should develop a protocol and procedures for implementation of a school wide initiative to periodically collect and analyze interim assessment data results to develop action plans to adjust instruction based on this analysis, especially for students with disabilities. –SQR 11-12 p. 2

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*By June 2013 all teacher teams will have collaborated to conduct a minimum of two inquiry cycles across grades and/or subjects the results of which will be used to modify planning to develop action plans and adjust instruction as evidenced by a 5% increase in students scoring a proficiency level of 3 or 4 on the CCLS aligned unit of study's Final Performance Task.*

#### **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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

a) *Collaborate with teachers to identify the needs of identified student subgroups.*

*Create a cycle of inquiry that will be followed school wide to develop action plans that incorporate instructional practices and strategies and adjust instruction to promote high levels of student engagement.*

*To ensure rigor teachers will utilize Webb's Depth of Knowledge, CCLS Shifts Document and strategies from the Universal Design for Learning to ensure multiple entry points and challenging, engaging curriculum for all students.*

b) Key personnel who will assist in driving this goal are; Principal, Assistant Principal, Dean, all teachers, Network Support Staff, School Leadership Team

*By September 2012 – identify and share the school wide inquiry focus and needs of identified subgroups, utilizing data including,*

*summative, interim, attendance, IEPs, NYSESLAT, and grade level goals.*

*Ongoing through June 2013: Review of team minutes and agendas to monitor implementation of inquiry work.*

*By end of October, beginning of November 2012, teams will present the findings of their inquiry work at Monday faculty conferences.*

*The second cycle of inquiry will be based on the analysis of the data collected during the first (Nov.-Dec).*

*January/February 2013, teachers will present findings of their inquiry work at Monday faculty conferences.*

*Ongoing through June 2013: Cycles will continue throughout the year based on the evidence discovered in each grade/department specific data.*

*Ongoing through June 2013: Observations by administrators will focus on the implementation and use of data for instructional decisions.*

Ongoing September 2012-June 2013

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-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).

Tax levy and all Title I monies will be used support teacher development and collaboration through the funding of the assistant principal. Specific Title I 5% set-aside for highly qualified teachers and Priority/Focus SWP monies will be used for consulting with ASCD (Association for Supervision and Curriculum Development) and membership in content specific professional organizations as resources for teacher planning and collaboration. ARRA/RTTT Citywide Expectation funds will be used to organize and focus school wide improvement and inquiry efforts through the establishment of a school wide team consisting of administrators and instructional lead teachers to drive and coordinate improvement efforts. ARRA/RTTT Data specialist monies will be used to support the data specialist in creating a central data bank for teachers to analyze a variety of data sources used in planning efforts. Title I Priority/Focus SWP monies will be used to support teacher per session to revise curriculum maps, attend professional development and visit best practices both in and out of the school. Currently, 24 STH students are supported in the same way as others and additional supplies will be purchased and allocated specifically for their use (including but not limited to uniform shirts, binders, pens, folders).



Develop timely and effective FBA and BIP plans for students with disabilities.

Utilize student data to identify areas of need and develop small group academic/behavioral intervention services for students who are at-risk and display inappropriate behaviors that impede learning.

- b) Key personnel who will assist in driving this goal are; Principal, Assistant Principal, Dean, all teachers, Network Support Staff, School Leadership Team
- c) Review monthly safety data to develop action plans for specific groups and individual students.

July and August 2012: Create a PBIS matrix of positive behaviors aligned to specific locations in the school building.

Ongoing Sept. 12-June 13: Review monthly safety data to develop action plans for specific groups and individual students.

By the end of October 12 establish a PBIS committee to solicit input and recommendations and monitor the implementation of the school wide system of support.

Ongoing Sept. 12-June 13: Provide ongoing professional development for staff on the implementation of the system and development of social and emotional developmental health.

October 12: Investigate the Quiet Time Program of the David Lynch Foundation for the purpose of reducing student/staff stress during the school day via meditation.

December 12: Apply for a Quiet Time Program to partner with the David Lynch Foundation for the purpose of reducing student/staff stress during the school day via meditation.

Ongoing Sept. 12-June 13: Develop and implement a school wide incentives system for all students.

Ongoing Sept. 12-June 13: Develop timely and effective FBA and BIP plans for targeted students with disabilities who do not make progress towards their identified personal goals.

By the end of December 12: Develop small group targeted academic/behavioral intervention services for students who are at-risk, and display inappropriate behaviors that impede learning.

Ongoing Sept. 12-June 13: Review monthly safety data to develop action plans for specific groups and individual students who are at-risk, and display inappropriate behaviors that impede learning.

- d) Ongoing July 2012-June 2013

**Budget and resource 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 IA      Title IIA      Title III      Set Aside      Grants       Other-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).

Tax levy and all Title I monies will be used support teacher development and collaboration through the funding of the assistant principal. Specific Title I 5% set-aside for highly qualified teachers and Priority/Focus SWP monies will be used for consulting with ASCD (Association for Supervision and Curriculum Development) and membership in content specific professional organizations as resources for teacher planning and collaboration. ARRA/RTTT Citywide Expectation funds will be used to organize and focus school wide improvement and inquiry efforts through the establishment of a school wide team consisting of administrators and instructional lead teachers to drive and coordinate improvement efforts. ARRA/RTTT Data specialist monies will be used to support the data specialist in creating a central data bank for teacher to analyze a variety of data sources used in planning efforts. TL Achieve Now Grant monies will be used to create a Saturday Academy to provide academic and behavioral support to at-risk students. Additional TL Summer School OAPR funds will be used to support the guidance portion of the program as well as additional teachers. Currently, 24 STH students are supported in the same way as others and additional supplies will be purchased and allocated specifically for their use (including but not limited to uniform shirts, binders, pens, folders).

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The results of the 2011-2012 Learning Environment Survey indicates that 18% of parents believe they have never received or only once or twice received information about what their child is studying (p. 5) and 15% believe they have never received or only once or twice been invited to a workshop or other event at the school (p. 6).

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 there will be a 5% increase in the engagement of school community partners' as evidenced by agendas and sign in sheets.

**Strategies to increase parental involvement and engagement**

- 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 XX through XX in this SCEP.
- Describe the research-based 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.

- a) By offering a number of parent/guardian workshops and professional development opportunities to provide clear information across all areas and create a platform for dialogue opportunities between parents, students, and school linked to student support, growth and academic success.

Workshops conducted by the school's Parent Coordinator on a variety of topics that impact identified subgroups including but not limited to: a deeper understanding of student and school data, support for families in TH, and understanding the DOE's instructional shifts and how they can support student success.

Family workshops conducted by SLATE as part of the 21<sup>st</sup> Century Grant. Workshops will be conducted during a variety of times so that as many families as possible can engage with the school community and promote and provide professional development across all areas to support student success.

b) Key personnel who will assist in driving this goal; Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, Dean, CBO support staff, SLT Members

c) By the end of December 2012, the Parent Coordinator will have conducted at least one of the workshops indicated above.

By the end of January 2013, SLATE and school leaders will have identified specific topics for family workshops and determined meeting days and times that will include the incorporation of workshops on Saturdays to coincide with the Achieve Now Program.

By the end of February 2013, the SLT will have developed a goal to focus on increasing parental involvement and engagement and determine next steps.

d) From November 2012-May 2013

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-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).

Tax levy and all Title I monies will be used support teacher development and collaboration through the funding of the assistant principal. Specific Title I 1% set-aside for parental involvement and Priority/Focus SWP monies for parental engagement along with 21<sup>st</sup> Century Grant funds will be used to coordinate the development of workshops. Currently, 24 STH students are supported in the same way as others and additional supplies will be purchased and allocated specifically for their use (including but not limited to uniform shirts, binders, pens, folders).

### 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 AIS () Achieve Now Academy (90) 21 <sup>st</sup> Century Academic Program (120) AIS During the Day (71)	Small group/tutoring Small group/tutoring Small group	After School (T/W) Saturdays  After School (M, T, W, Th)
	Sports and Arts Homework Help (130) Sports and Arts Tutoring NDA (45)	Small group pull out and push in Small group/tutoring Small group/tutoring	During the school day After School (M, T, W, Th) After School (T, W, Th)
Mathematics	Extended Day AIS () Achieve Now Academy (90) 21 <sup>st</sup> Century Academic Program (120) AIS During the Day (44)	Small group/tutoring Small group/tutoring  Small group	After School (T/W) Saturdays  After School (M, T, W, Th)
	Sports and Arts Homework Help (130) Sports and Arts Tutoring NDA (45)	Small group pull out and push in Small group/tutoring Small group/tutoring	During the school day After School (M, T, W, Th) After School (T, W, Th)
Science	Extended Day AIS Achieve Now Academy	Small group/tutoring Small group	After School (T/W) Saturdays

	(90)		
Social Studies	Extended Day AIS Achieve Now Academy (90)	Small group/tutoring Small group	After School (T/W) Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Achieve Now Academy (90)	Small group counseling and mediation training by Guidance Counselor	Saturdays
	Achieve Now Academy (90)	Small group character development and personal development by Dean	Saturdays

**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.

This year the school will seek partnerships with private colleges and universities to establish a stream of steady highly qualified candidates. Title I 5% monies have been set-aside for those teachers who are not currently highly qualified and wish to take courses. Each year teacher assignments are developed through a review of current teacher practice and assignment, teacher requests via a preference sheet and NYS data results. In addition to professional development provided by both the school and the Network, MSAP has enlisted the support of a consultant from ASCD (Association for Supervision and Curriculum Development) to plan and implement rigorous professional development to support the ongoing improvement of professional practice on the following topics but not limited to: differentiated instruction, curriculum mapping, using data to inform instruction, and aligning assessments.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

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**MS 588 PARENT INVOLVEMENT POLICY**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress via the use of JupiterGrades online system;
- providing assistance to parents in understanding City, State and Federal standards and assessments through workshops and school wide updates;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand via School Messenger and JupiterGrades as well as backpacking information;
- 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 during SLT and PTA meetings;
- 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**

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.

## TITLE I PRIORITY MONIES:

ITEM PURCHASED	QUANTITY	DEPT
DLX AQUARIUM ENSEMBLE 15 GAL	2	SCI
MEIOSIS, MICROSLIDE	10	SCI
CHROMOSOMES AND GENES	10	SCI
CELLS OF YOUR BODY MICROSLIDE	10	SCI
POND LIFE MICROSLIDE	1	SCI
THE CELL MEMBRANE MICROSLIDE	10	SCI
ULTRASTRUCTURE OF ANIMAL CELLS	10	SCI
SLIDES DEPRESSION	1	SCI
PLASTIC SLIDE LAB KIT	10	SCI
PLANT MITOSIS MICROSLIDE	6	SCI
REPRODUCTION (HUMAN)	10	SCI
SKIN MICROSLIDE	10	SCI
EXPLORING HISTORY MEDIEVAL TIMES	1	SS
EXPLORING HISTORY THE RENAISSANCE	1	SS
EXPLORING HISTORY CHINA	1	SS
EXPLORING HISTORY PIONEERS	1	SS
EXPLORING HISTORY THE COLD WAR	1	SS
EXPLORING HISTORY ANCIENT ROME	1	SS
EXPLORING HISTORY ANCIENT GREECE	1	SS
EXPLORING HISTORY COLONIAL AMERICA	1	SS
EXPLORING HISTORY WESTWARD EXPANSION	1	SS
EXPLORING HISTORY CIVIL WAR	1	SS
EXPLORING HISTORY THE AGE OF EXPLORATION	1	SS
EXPLORING HISTORY ANCIENT EGYPT	1	SS
EXPLORING HISTORY CONSTITUTION & NEW GOVERNMENT	1	SS
EXPLORING HISTORY AMERICAN REVOLUTION	1	SS
THE CATCHER IN THE RYE	150	ELA
ANIMAL FARM	150	ELA
THE HOUSE ON MANGO STREET	150	ELA
THE SKIN I'M IN	150	ELA
ROMEO AND JULIET	150	ELA
THE GIVER	150	ELA
LORD OF THE FLIES	150	ELA
ANGELA'S ASHES, A MEMIOR	134	ELA
GRADE 8 CORE CLASSROOM LIBRARY	5	ELA
GRADE 6 CORE CLASSROOM LIBRARY	5	ELA
TERRARIUM DOME CARNIVOROUS CREATINS	3	SCI
LIME MATERIA AQUARIUM 3/5 GALLON	3	SCI
LIVE MATERIA CHARGE	1	SCI
METERSTICK METAL END	2	SCI
DVD CELLS	1	SCI
SPRING SCALE 5000G/50N	15	SCI
SPRING SCALE 1000G/10N	15	SCI
HUMAN GENETICS DISORDER LAM POSTER	1	SCI
HUMAN INHERITANCE LAM POSTER	1	SCI

SPRING SCALE 2000G/20N	15	SCI
EXPLORING LPLANTS SLIDE SET	1	SCI
DOUBLE SIDED X,Y AXIS DRY ERASE MATS	10	MATH
INTERMEDIATE MATH CART	3	MATH
PROBABILITY KIT	4	MATH
MAGNETIC ALGEBRA TILES	5	MATH
SCHOOL SMART DOTTED DICE	10	MATH
GEOMETRY RESOURCE KIT	3	MATH
GEOMETRY CHARTS	10	MATH
5" GIANT FORM DICE (DOTS)	10	MATH
JUMBO FOAM POLYHEDRAL DICE	10	MATH
NIGHT	50	ELA
GRADE 7 CORE CLASSROOM LIBRARY	5	ELA

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

### B. Language Allocation Policy Team Composition

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

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

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

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

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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> (60%;40% → 50%;50% → 75%;25%)														0
<b>Dual Language</b> (50%;50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							2	2	1					5
<b>Total</b>	0	0	0	0	0	0	2	2	1	0	0	0	0	5

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	1	1	1	0	0	1	0	1	11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	9	1	1	1	0	0	1	0	1	11
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

acquisition of the second language and equally make annual progress in their state ELA and math exams, and achieve academically in all their content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language needs of the ELLs are taken into consideration. Some aspects of this policy include:

- ELA and other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers support students in understanding difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

The plan for long-term ELLs (those ELLs having completed 6 years of ESL) is to analyze their NYSESLAT scores, as well as those of their ELA and Math assessments to identify any problem areas. Past analysis of our students has revealed deficiencies in both reading and writing. Our action plan for this subgroup involves focus on the specific identified deficiencies, share strategic methods in all content areas to address these delays, differentiating for students' literacy needs and monitoring their progress in all content areas.

The plan for ELLs identified as having special needs is to:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher, classroom teachers and IEP contact person to monitor student progress.

Instructional interventions for ELL students with IEPs include extended day instruction in ELA (using materials such as Empire State) and Math (using materials such as Number Power). The teachers align curriculum with ESL teacher and differentiate instruction in the classroom to provide targeted instructional support on an individual basis. ELL students have also been identified and included in Inquiry Team Cohorts as part of teachers' action research in best practices to move student achievement forward.

Former ELLs have access to Achieve 3000 to allow for continued support of their diverse reading levels on content area texts. In addition, they are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. ELL students who transition to proficiency receive support from their homeroom/classroom teachers, AIS providers, and guidance team in collaboration with the ESL teacher.

All ELLs are afforded equal access to all school programs such as the Extended Day program, after-school programs, and extra-curricular activities through flyers, letters translated in the home language, and phone calls to parents where necessary.

For the upcoming school year, an ESL Inquiry team may be considered. Improvements to the ESL program may be to attain a wider range of instructional materials and resources to support the Freestanding ESL program and allow for differentiation for the diverse needs of ELL subgroups such as SIFE students, Newcomer SIFE, beginning ELLs, and Long-terms ELLs to build necessary foundational literacy skills and/or reading and writing skills, both in their first language and English acquisition.

At this time, current programs or services for ELLs will continue for the next school year.

The instructional materials used to support ELLs are composed of multi-level, multi-genred, and multi-grade tradebooks, textbooks across the content areas, teacher-created-differentiated materials, workbooks, test prep materials, reference books, and games. Technology is infused through the use of desktop and laptop computers, LCD projector, teacher created PowerPoint presentations, video clips, books on tapes, and access to various websites, such as Read Write Think, Starfall, National Geographic for Kids, Enchanted Learning, Scholastic, Edhelper, and others. This range of materials is used with each ELL subgroup as needed. ESL services and resources are age and grade appropriate since the ESL curriculum is aligned with the content area curricula. Content area teachers have access to Google Translate to support ELLs.

The content area instructional materials used to support ELLs are standard based aligned to the New York City approved curriculum.

In ESL, native language support is currently provided to Spanish speaking ELLs through the Spanish version of Achieve 3000, some translated materials, and Spanish native language books. Where possible, first language glossaries are made available to ELLs. The ESL

## A. Programming and Scheduling Information

Teacher speaks French, and other staff members (including the Guidance Counselor, Foreign Language Teacher and Para Professional) are fluent in Hatitian Creole, French and Spanish. These staff members provide translation and develop relationships with students as well as families to offer extra support where needed.

To welcome newly enrolled ELL students, a letter in their native language invites them and their parents to an orientation which provides information about our school communtiy and supports.

### 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			
Social Studies:			
Math:			
Science:			

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

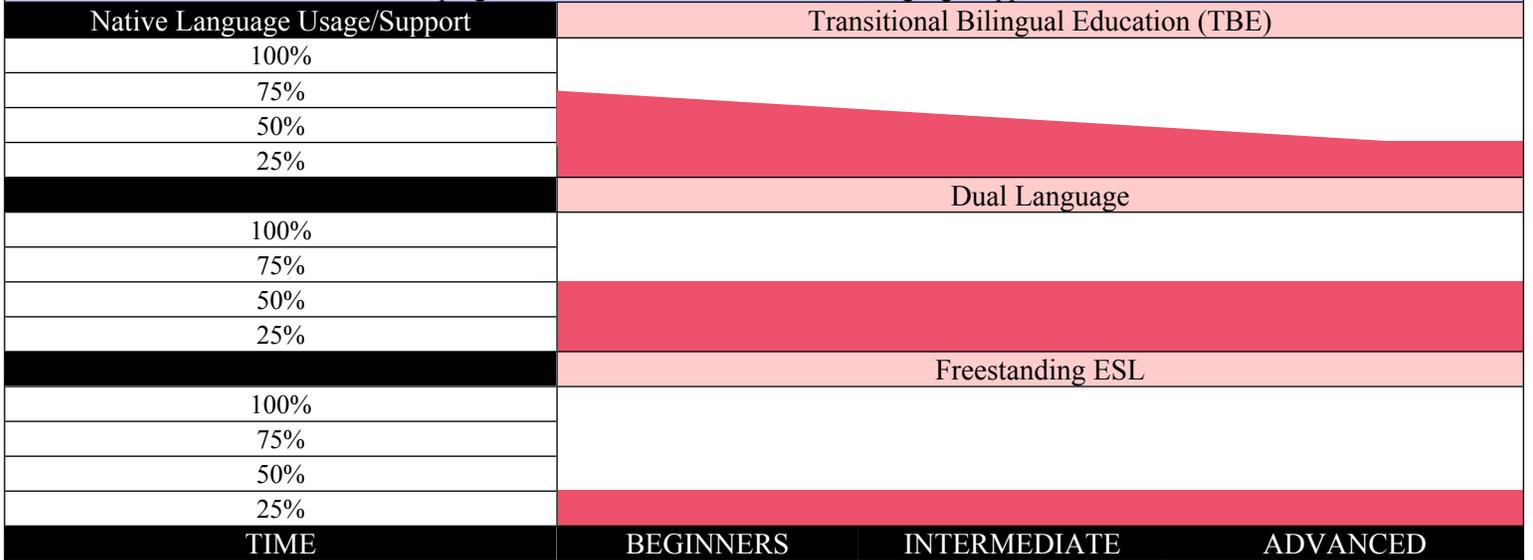
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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



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?

Paste response to questions 8-17 here

The range of intervention services for ELLs in ELA, Math and other content areas include: Achieve 3000 (for all ELL's and other students, used in content area classes regularly) to support varied reading levels; 21 Century Afterschool Tutorial Services, which focuses on reading comprehension strategies and skills in ELA and developing competencies in math standards, specifically number sense and problem solving, as well as test preparation. Furthermore, ELL students participate in the Sports and Arts program (September through June, Monday through Thursday, 2:40-5:45) to help them to facilitate second language acquisition. ELLs also participate in the Extended Day Program (Mondays and Tuesdays) which focuses on building writing skills through the use of graphic organizers thereby receiving additional support to help them structure their written pieces. Within the content area classrooms, teachers pair ELLs with higher performing students, some of whom are same language speakers and some who are English speakers, when needed to facilitate language and content acquisition. Small group instruction, dual language materials, and the use of technology also support the intervention needs of ELLs. During teacher team meetings teachers discuss strategies to further address the needs of ELLs within the classrooms.

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At this time, current programs or services for ELLs will continue for the next school year.

The instructional materials used to support ELLs are composed of multi-level, multi-genred, and multi-grade tradebooks, textbooks across the content areas, teacher-created-differentiated materials, workbooks, test prep materials, reference books, and games. Technology is infused through the use of desktop and laptop computers, LCD projector, teacher created PowerPoint presentations, video clips, books on tapes, and access to various websites, such as Read Write Think, Starfall, National Geographic for Kids, Enchanted Learning, Scholastic, EdHelper, and others. This range of materials is used with each ELL subgroup as needed. ESL services and resources are age and grade appropriate since the ESL curriculum is aligned with the content area curricula. Content area teachers have access to Google Translate to support ELLs.

The content area instructional materials used to support ELLs are standard based aligned to the New York City approved curriculum.

In ESL, native language support is currently provided to Spanish speaking ELLs through the Spanish version of Achieve 3000, some translated materials, and Spanish native language books. Where possible, first language glossaries are made available to ELLs. The ESL Teacher speaks French, and other staff members (including the Guidance Counselor, Foreign Language Teacher and Para Professional) are fluent in Haitian Creole, French and Spanish. These staff members provide translation and develop relationships with students as well as families to offer extra support where needed.

To welcome newly enrolled ELL students, a letter in their native language invites them and their parents to an orientation which provides information about our school community and supports.

## 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

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.

Paste response to questions 1-3 here

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

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

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

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

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

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

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

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

Other PDs include:

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

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

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

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

## E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>								1					

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

#### NYSESLAT

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

After reviewing the NYSESLAT data, the patterns were:

--Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are a challenge and are holding students back from the proficiency level. This is especially the case in the ELLs who are at the advanced level of proficiency.

#### Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening and speaking for beginner students
- Small group ESL classes to target language modalities according to their needs

#### Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They include the following:

- Increase collaboration between content area and ESL teacher to create a learning community that is knowledgeable about this population.
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during lessons, e.g. group discussions and journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in continuing professional development opportunities focusing in instructional strategies for ELLs.
- Implement a print rich environment.
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

#### Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Provide opportunities to convey problem solving strategies and the justification of their answers to others.
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction,
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

The success of the program is evaluated through monitoring of the ELL Students on their progress reports, report cards, and formal and informal assessments both from classroom teacher as well as state exams.

## 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

<b>School Name:</b> <u>  T  </u>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 18K588      **School Name:** Middle School for Art & Philosophy

**Cluster:** 1      **Network:** 111

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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