



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: *NEW YORK CITY MUSEUM SCHOOL*

DBN: *02M414*

PRINCIPAL: *D. H. MILLER*

EMAIL: *DMILLER@SCHOOLS.NYC.GOV*

SUPERINTENDENT: MARISOL BRADBURY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
D. H. Miller	*Principal	
Nashua Birnholz	*UFT Chapter Leader or Designee	
CC Blackburn	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Justin Davila grade 12 Jonathan Levinson grade 11	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joel Lowy	Member/ Staff	
David Albin	Member/ Staff	
Denise Amses	Member/ Parent	
Claudia DePeyster	Member/ Parent	
Felicia Finch	Member/ Parent	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To ensure instruction and learning are ready to be steeped in the Common Core Learning Standards (CCLS)

Comprehensive needs assessment

The state and all of its boards of education are in the process of preparing students to meet the new standards that comprise the CCLS. The New York City Department of Education, in an effort to establish teacher readiness, has advised that teachers be given practice in CCLS teaching.

Instructional strategies/activities

From September 2011 to June 2012, all teachers met in weekly planning groups designed to study and unpack the exemplar units provided by the DOE and NYSED inculcating unit design and implementation. From these meetings, teachers were able to design sample lessons that were peer observed and supervisor observed, and given feedback in terms of adherence to CCLS.

Based on this study and experience, this year, all core teachers will teach two units, one in fall and one in spring, that will be observed by the supervisor (principal). The principal will provide all core teachers with a schedule for when these units will be reviewed and observed.

The principal will collect work samples produced during these units.

The principal will review the instruction and student work with the teacher to provide feedback concerning compliance with CCLS.

Student work will continue to be analyzed collaboratively in department meetings and compared to exemplars provided by CCLS.

The teacher will receive feedback from the principal (re: instruction) and from the principal and peer group (re: student work) emanating from the observed lesson.

The teacher will be able to review all notes and use strengths toward the planning of the second unit.

The teacher will receive informal observation and reports in the interim to support future teaching in CCLS.

Strategies to increase parental involvement

- Parents were notified of the initiative at a PTA meeting, and the initiative was discussed in the School Leadership Team (SLT)**

Budget and resources alignment

This measure will not require a budgetary allocation, resource or personnel change or program change.

Service and program coordination

- See above.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- To ensure that all teachers have an opportunity to demonstrate their progress in teaching with a focus on teacher ability to accurately assess student learning.

Comprehensive needs assessment

- Comparisons between students' Regent scores and student class grades have made evident that teachers need development in the area of formative assessment as a tool to accurately measure student learning.

Instructional strategies/activities

Teachers have been given an opportunity to study and discuss Charlotte Danielson's *Framework for Teaching* and the rubrics and understand these rubrics to be developmental. September and January professional development are devoted to assessment, and the Danielson rubrics for assessment were studied at great length.

Teachers will receive a cross-walk that lines up their current end-year evaluation categories with those of Danielson. Norming activities have been created to develop teachers.

Monthly observations will be carried out by the principal (math, English, science, and social studies) and the assistant principal (foreign language, special education, physical education, and art).

Teachers will be scheduled and rotated to facilitate their observations in three ways: sometimes by subject; sometimes by grade; sometimes by experience level.

Two formal observations will be announced during the year; all others will be informal.

Teachers will receive face-to-face feedback for their observations shortly after they are observed.

Teachers will receive written feedback.

The CCLS and Danielson will be used to help teachers develop goals for the next observation.

Strategies to increase parental involvement

- The initiative was discussed with the SLT.

Budget and resources alignment

These measures require no budgetary, personnel or scheduling changes.

Service and program coordination

- **The initiative will require no coordination beyond existing teacher and student programming.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- To enhance the degree of college readiness by raising the number of students passing the ELA Regents at the Mastery Level (85+) from 40% in June 2012 to 60% by June 2013.

Comprehensive needs assessment

- The need to effectively prepare students for the increasing demands posed by colleges and career paths has become evident as demonstrated by several national studies, as well as data compiled by the New York City Department of Education. Specifically, the need to enhance students literacy skills has been repeatedly cited.

Instructional strategies/activities

Teachers will have professional development centered on comparing the writing tasks of the English Language Arts Regents with those of the grade 11 US History and Government Regents.

Writing issues inherent in both exams will be studied by teachers.

Teachers will receive professional development around addressing these issues (organization, creating theses) that overlap and stress in each subject.

ELA teachers will meet for an analysis of grade 10 Interim Targeted Assessments for planning and student targeting.

An analysis of grade 11 ITAs will also be performed.

The Extended Day curriculum for grade 11 students will be determined by these analyses.

Collaborative analysis of student writing for tasks 3 and 4 of the ELA will be done to isolate response to literature weaknesses.

An analysis of task 4 will be done to isolate issues surrounding student critical lens weaknesses.

ELA lessons will be crafted to address these areas of weakness.

The students will take the appropriate Regents predictive.

Barron's Regents review books are available for student use..

Students will take a mock Regents in early March.

Grade 10 ELA class lessons will be guided to address areas of weakness disclosed by grade 10 analysis.

Strategies to increase parental involvement

- Parents were informed of this initiative through both PTA and SLT.

Budget and resources alignment

This endeavor will require no budgetary allocations, personnel changes or student scheduling changes.

Service and program coordination

- See above.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- To raise the number of students receiving an Advanced Regents Diploma from 54% to 64% by June 2013..

Comprehensive needs assessment

- Student achievement in Advanced Algebra and Trigonometry and Physics have become key indicators in students' ability to secure a Regents Diploma at the Advanced level.

Instructional strategies/activities

Students will take diagnostics in both courses in June and mock Regents in both courses in January

Teachers will prepare action plans for teaching and targeting issues based on feedback from these two assessments.

Teaching will be aligned to address these assessments.

Extended-day learning will be assigned students based on these assessments.

Teachers will apply learning from concurrent PD centered on assessment.

Teachers will apply previous learning centered on small group instruction.

Teachers will apply former learning centered on meeting the needs of individual learners.

Strategies to increase parental involvement

- Parents were informed of this initiative through both PTA and SLT.

Budget and resources alignment

This endeavor will require no budgetary allocations, personnel changes or student scheduling changes.

Service and program coordination

- See above

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	Use of alternative texts, essay writing with peer editing, focused reading strategies, vocabulary review	Small group and one-to-one tutoring	After school
Mathematics	Problem-solving strategizing, use of alternative problems, reflective writing	Small group and one-to-one tutoring	After school
Science	Problem-solving strategizing, close reading strategies, hands-on laboratory experiments	Small group and one-to-one tutoring	After school
Social Studies	Use of alternative texts and primary source documents, focused reading strategies, essay writing and peer editing, vocabulary review, test prep	Small group and one-to-one tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling for emotional needs, substance abuse concerns, self-esteem issues, academic concerns, behavioral concerns	Small group and individual counseling	During school day and after school

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.

A large, empty rectangular box with a thin black border, intended for the user to describe recruitment, retention, assignment, and support strategies for highly qualified teachers.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	437	Total Number of ELLs	2	ELLs as share of total student population (%)	0.46%
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Part II: ELL Identification Process

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

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

1. When admitting students new to the Department of Education, the pupil accounting secretary Savita Rahaman (a licensed pedagogue) and/or school guidance counselor Jennifer Offerman ensure that parents complete the Home Language Identification Survey (HLIS), as well as sit for an informal oral interview with the principal Darlene Miller and assistant principal Joel Lowy. If parents and students need native language support in Spanish, Russian, Hindi, or Chinese (Cantonese) during the interview process, a staff member is called upon to assist. If support in another language is necessary, an interpreter is hired (if there has been advanced notice) or an over-the-phone interpreter is used on "conference call." Students identified as possible ELLs through the HLIS and informal interviews are administered the LAB-R exam (or Spanish LAB-R for Spanish-speaking ELLs) by a licensed ESL teacher within 10 days of admission into the school system. One of our licensed ESL teachers, Geoffrey Cobb, is fluent in Spanish and Russian. The test is scored and a determination is made based on the student's score as to whether or not the student qualifies for ESL services. Students who are identified as ELLs prepare for and take the NYSESLAT in the Spring. All eligible students are identified using the RLER report in ATS, and are programmed accordingly for ESL instruction and NYSESLAT preparation. The assistant principal schedules the administration of the NYSESLAT exam to ensure that all eligible students are tested in an appropriate environment and in a timely manner.

2. The assistant principal Joel Lowy gives parents of ELLs a thorough explanation of the three program choices available to their child as soon as their child is identified as an ELL: Transitional Bilingual, Dual Language, and Freestanding ESL. We attempt to get the parent in to the school within the next business day, but if not, we conduct the conversation by telephone. The parent is made aware of the option to have their child placed in an appropriate program in an appropriate school. The only program in place at our school is a Freestanding ESL program. Parents are given a clear explanation of the program and how their students will participate.

3. The parents of students identified for services are given the entitlement letters in person or by registered mail. Copies of these letters are kept on file. Parents then must complete and return the parent survey and choice of program selection form within 10 days in person or by mail. Forms are kept on file in the school and the students' permanent files. Students are subsequently given a program which includes appropriate ESL instruction until reaching proficiency on the NYSESLAT, and modified ESL support for 2 transitional years after attaining proficiency. The school parent coordinator arranges orientation for ELL parents at the beginning of the year and on an individual basis during the year if required.

4. Placement letters are maintained in the students' permanent files. Continued entitlement letters are distributed as necessary, and are also placed in the students' permanent files. Students are placed in beginning, intermediate, or advanced ESL classes based upon their LAB-R or most recent NYSESLAT results. Parents are informed of their children's placement in their native languages. Translation services are provided as necessary.

5 and 6. Our school only has a freestanding ESL program, and parents have thus selected that program. We typically have less than 5 ELLs each year, and thus the only trend data to analyze is the consistent selection of a freestanding ESL program.

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				2		1				2
Total	0	0	0	2	0	1	0	0	0	2

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

speak. Do not include:

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

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

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

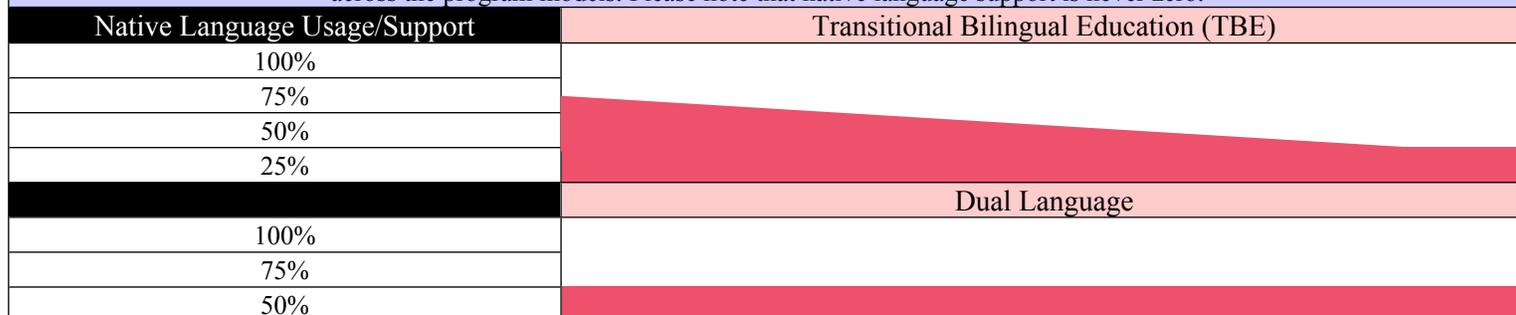
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

10. none

11. none

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

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

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

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

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

17. Spanish and Japanese

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

September 6 (half-day)

September 7 (half-day)

October 3

October 17

November 7

November 8 (all day)

December 5

December 19

January 9

January 23

January 30

February 6

February 13

March 5

March 19

April 2

April 23

May 7

May 21

June 7 (all day)

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

E. Parental Involvement

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

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

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

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

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)														0
Intermediate(I)											1			1
Advanced (A)													1	1
Total	0	0	0	0	0	0	0	0	0	0	1	0	1	2

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Integrated Algebra	2	0	2	0
Geometry	1	1	0	0
Algebra 2/Trigonometry	1	0	0	0
Math				
Biology				
Chemistry	1	0	0	0
Earth Science	1	1	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	2	0	2	0
Physics				
Global History and Geography	1	1	1	0
US History and Government	1	0	1	0
Foreign Language	1	0	1	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

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

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

2. Last year’s NYSESLAT (Spring 2011) demonstrated that all students still perform at either the “advanced” or “intermediate” level and have not reached full proficiency. While overall scores on the NYSESLAT improved for half of the students who have returned from the previous year, there is still a trend toward strength in speaking and listening, with reading and writing as ongoing weaknesses. Analysis across grades proficiencies suggests that there is steady improvement and development up to the “advanced” level, but that students have

stalled there and are unable to pass outright. Students tend to score marginally higher on the reading and writing sections, but there hasn't been a significant different from year to year.

3. This year we have put additional focus on scheduling ESL classes to ensure that students' attendance in these classes is better tracked and thus have a better chance at making gains on the exam. In addition, we have purchased support materials so that students receive concentrated practice in the types of speaking, listening, reading, and writing activities they will be asked to perform on the NYSESLAT.

4a. See question 2. ELLs fare similarly to other students in tests taken in English, which is why they often refuse to take tests in their native languages.

4b. Our school does not participate in ELL Periodic Assessments.

4c. n/a

5. n/a

6. Through careful analysis of NYSESLAT, course grades, Regents exam grades, and teacher anecdotal reports, we determine the success of our ESL program. It is this type of analysis that caused us to make a staffing change in the ESL provider, and thus far this has been promising. We will continue to monitor and assess the program's development throughout the year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: NYC Museum School

School DBN: 02M414

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

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

School Name: NYC Museum School

School DBN: 02M414

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynn Moore	Guidance Counselor		12/1/11
Nancy Scala	Network Leader		12/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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