



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MIDDLE SCHOOL FOR AND LEGAL STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **18K598**

PRINCIPAL: MS. JAMEELA HORTON-BALL **EMAIL:** JHORTON2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jameela L. Horton-Ball	*Principal or Designee	
Phillip Brown	*UFT Chapter Leader or Designee	
Herman Stephans	*PA/PTA President or Designated Co-President	
Lorraine Jackson-Purvis	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Jacqueline Charlot	Member/Parent	
Tiffany Roy-Fisher	Member/UFT	
Zakia Cox	Member/UFT	
Angela Murray	Member/Parent	
Carlita Stewart-Austin	Member/Parent	
Kelly Fairclough	Member/Assistant Principal	
Tammy Prawl	Member/Parent	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

The overall student body will show an increase of at least 5% on the 2012 NYS ELA Exams.

Comprehensive needs assessment

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

In retrospect of overall student data on the NYS ELA in 2011 and prior years, there has been a noticeable decline in student scores.

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:

The ELA department is working diligently on upgrading monthly curriculum maps to include Common Core Standards and Weekly Reading Skills with a daily genre focus for approaching the skill. The writing curriculum is also being updated to include a daily grammar lesson based on a weekly grammar/punctuation focus which will be used to drive instruction and execute lessons through the Workshop Model approach.

In addition, the school has also instituted a school wide academic advisory course and provided students with 2 periods per week of differentiated online diagnostic sessions in ELA/MATH in an effort to increase student achievement in the respective areas. Each student will be placed in a small group advisory class with up to 10 students which will meet at the end of each week for 2 periods with designated advisor, to review student data in all classes and provide support to complete missing assignments. In addition, the students will also receive, 2 periods per week of online instruction in ELA/Math, which is differentiated to

meet and support development in student's specific areas of need.

Strategies to increase parental involvement

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

The school will increase parental involvement in achieving this goal by providing parents with more vehicles and access to free resources to improve student scores. The school community will provide parents with various technology based programs such as Achieve 3000 and Acuity that students will have access to during non-school hours.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of the teachers within the school are highly qualified. However all teachers will be trained on how to utilize the systems to implement within their instruction and assist with differentiation of instruction, Teachers will also receive 80 minutes of common planning time which will be used to design monthly curriculum maps in alignment with Common Core Standards and set next instructional steps.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Additional Guidance service for at risk students, educational software for instructional support is also provided for the at risk learner.

Budget and resources alignment

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

As a Title 1 school wide school, conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding, Tax Levy, Title 1 funds and Human Resources to implement our program for this year. The programs are: Supervisor per session and teacher per session for afterschool programs as well as differentiated professional development.

Curriculum and staff development provided by consultants and instructional materials and software for use during the day school and extended day programs.

The school also utilizes the 21st Century afterschool grant to fund afterschool clubs and Saturday instruction for students at risk.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, there will be an increase the amount of 8th grade students passing core area classes needed to meet the promotional criteria in order to graduate and move on to high school by 5%.

Comprehensive needs assessment

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

Based on a total of 101 students in the 2011 8th grade class, more than 27 students went to summer school just to make up core subject area course work.

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:

Incorporate a school wide academic advisory course and differentiated online diagnostic sessions in ELA/MATH to increase student achievement on the NYS Exams and content area courses in Math/ELA. Each student will be placed in a small group advisory class with up to 10 students which will meet at the end of each week for 2 periods with their designated advisor, to review student data in all classes and provide support to complete missing assignments. In addition, the students will also receive, 2 periods per week of online instruction in ELA/Math, which is differentiated to meet and support development in student's specific areas of need. During the advisory timeframe, parents and students will be provided with a weekly update on students' academic and behavioral progress.

Strategies to increase parental involvement

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

Parents will receive weekly progress reports which will provide regular updates on their child's academic status in each class. Advisors will also call to ensure that parents have a clear understanding of their child's report and are informed of upcoming events/workshops that take place within the school community.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of the teachers within the school are highly qualified. However, all teaching staff will receive ongoing training on the school wide academic advisory protocols and procedures.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Additional Guidance service for at risk students, educational software for instructional support is also provided for the at risk learner.

Budget and resources alignment

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

As a Title 1 school wide school, conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding, Tax Levy, Title 1 funds and Human Resources to implement our program for this year. The programs are: Supervisor per session and teacher per session for afterschool programs as well as differentiated professional development.

Curriculum and staff development provided by consultants and instructional materials and software for use during the day school and extended day programs.

The school also utilizes the 21st Century afterschool grant to fund afterschool clubs and Saturday instruction for students at risk.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, we will increase parental involvement and engagement within the school community by 5% to bolster an increase overall student achievement.

Comprehensive needs assessment

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

The school community has demonstrated a pattern of low parental involvement and Attendance at Parent Association meetings and most importantly a genuine level of support or interest in student achievement and learning.

The school now has an Academic Advisory program in which all constituents (including Paraprofessionals and Administration) serve as student Advisors. 2 periods of Academic Advisory is built into every students schedule once per week. All Advisory sessions take place simultaneously on Fridays during 8/9th period. During this time every staff member serves as an Advisor for up to no more than 12 students. During Advisory, each teacher conducts an individual conference with each of their Advisory student providing the student with an update on their academic status in all content areas (Math, Science, ELA, S.S, Marketing/Legal Studies and Physical Education). During the conference students are given a detailed progress report that indicates their class work, homework, project, exam/assessments, conduct and attendance in each class for the week. The parent of each student is also contacted during the Advisory session wherein they are informed of the student's status and are reminded to review and sign off on their child's progress report. In addition, the session also provides students with the opportunity to complete missing assignments, read independently, work on upcoming projects, and log on to school wide content related computer programs or complete H.W. assignments. Parents are also provided with direct #'s/email

addresses to contact their child's Advisor to ask clarifying questions and/to further discuss their child's academic progress. In addition to the Advisory sessions that will be used as a platform to remind parents of important events/meetings taking place within the school, Administration is working closely with the PA President to orchestrate various school wide events that will promote family/parental involvement within the school community. The PA has also voted in a new group of PA officials to assume the roles of VP, Secretary and Treasurer. These PA officials also serve as active SLT members which are assisting to bring about a sense of cohesiveness amongst all the various groups within the school. The school is also working hard to establish parent representatives in which designated parents will be responsible for assisting the school in communicating with fellow parents in a particular class to keep them abreast/reminded of school wide activities, functions, and important deadlines.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of the teachers within the school are highly qualified. However, teachers will receive training on ways to effectively communicate with parent reps and appropriate ways to disseminate information to parent reps in regards to class related information and updates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

• **Additional Guidance service for at risk students, educational software for instructional support is also provided for the at risk learner.**

Budget and resources alignment

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

As a Title 1 school wide school, conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding, Tax Levy, Title 1 funds and Human Resources to implement our program for this year. The programs are: Supervisor per session and teacher per session for afterschool programs as

well as differentiated professional development.

Curriculum and staff development provided by consultants and instructional materials and software for use during the day school and extended day programs.

The school also utilizes the 21st Century afterschool grant to fund afterschool clubs and Saturday instruction for students at risk.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	42	42	42	42	14	0	0	TBD
7	36	36	36	36	10	0	0	TBD
8	49	49	49	49	18	0	0	TBD
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	At risk students are provided with AIS and SETTS instruction by way of a pull out instructor during the school day. This instructor provides the set group of students with instructional strategies that are consistent with improving their weaknesses in a small group. Students in each class are also provided with access to Achieve 3000 and Acuity, an online diagnostic assessment program that allows them to discern their strengths and weaknesses within various categories within the ELA standards. During the allotted time for Achieve 3000, students log onto their personalized class page, in which they are expected to complete assignments that have been crafted specifically for the improvement of their weaknesses. Although this program is provided for all students, the customizations of assignments focus specifically on students within the AIS program. In addition, all students receive individual teacher/student conference time within the content area once a week to assess weaknesses and strengths and provide/employ additional strategies and next steps to address identified areas for growth. Students will receive intervention and enrichment services during our afterschool program, The Club. During this program, students will participate in skill driven lessons geared towards developing a level of understanding in a small group setting. They will also participate in lessons that will develop their confidence as readers, their organization skills, and their time management skills.
Mathematics:	At risk students are provided with AIS and SETTS instruction by way of a pull out and push in program during the school day. This instructor provides the set group of students with instructional strategies that are consistent with improving their weaknesses. Students in each class are also provided with access to Carnegie Learning and Acuity, an online diagnostic assessment program that allows them to discern their strengths and weaknesses within various categories within various math strands and

	<p>performance indicators. During the allotted time for Carnegie Learning, students log onto their personalized class page, in which they are expected to complete assignments that have been crafted specifically for the improvement of their weaknesses. Although this program is provided for all students, the customizations of assignments focus specifically on students within the AIS program. In addition, all students receive individual teacher/student conference time within the content area once a week to assess weaknesses and strengths and provide/employ additional strategies and next steps to address identified areas for growth. Students will receive intervention and enrichment services during our afterschool program, The Club. During this program, students will participate in skill driven lessons geared towards developing a level of understanding in a small group setting. They will also participate in lessons that will develop their confidence as mathematicians.</p>
Science:	<p>At risk students are provided with AIS and SETTS instruction by way of a pull out instructor. This instructor provides the set group of students with instructional strategies that are consistent with improving their weaknesses. Students in each class are also provided with access to Achieve 3000, an online diagnostic assessment program that allows them to discern their strengths and weaknesses within various categories within the ELA standards and science standards. Although this program is provided for all students, the customizations of assignments focus specifically on students within the AIS program A.I.S in science is being implemented in several different ways: Extended day is a key resource for our at risk students. In addition, all students receive individual teacher/student conference time within the content area once a week to assess weaknesses and strengths and provide/employ additional strategies and next steps to address identified areas for growth.</p>
Social Studies:	<p>At risk students are provided with AIS and SETTS instruction by way of a pull out instructor. This instructor provides the set group of students with instructional strategies that are consistent with improving their weaknesses. Students in each class are also provided with access to Achieve 3000, an online diagnostic assessment program that allows them to discern their strengths and weaknesses within various categories within the ELA standards in various contents. Although this program is provided for all students, the customizations of assignments focus specifically on students within the AIS program. In addition, all students receive individual teacher/student conference time within the content area once a week to assess weaknesses and strengths and provide/employ additional strategies and next steps to address identified areas for</p>

	growth.
At-risk Services Provided by the Guidance Counselor:	The school guidance team provides group & individual counseling including: conflict resolution, crisis intervention, class visits & act as a resource for teachers & parents, Case Managers for PPT. Assist with attendance monitoring & intervention services. Child abuse prevention & intervention; address issues relating to students in temporary housing. Referral to outside agencies & services (ex: FAP; family counseling, & academic services).
At-risk Services Provided by the School Psychologist:	The school psychologist will offer clinical services and provide group & individual counseling including: conflict resolution; crisis intervention, class visits & act as a resource for teachers & parents.

PARENT INVOLVEMENT POLICY

The Middle School for Marketing and Legal Studies, 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:

- 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

The Middle School for Marketing and Legal Studies, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

CEP Appendix 6

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 Mildred Cordova	District 18	Borough Brooklyn	School Number 598
School Name MLS			

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

Principal Jameela Horton-Ball	Assistant Principal Kelly Fairclough
Coach Malawi Bracey	Coach type here
Teacher/Subject Area type here	Guidance Counselor Tiffany Roy
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lorraine Jackson-Purvis
Related Service Provider Beth Brown/ESL	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	359	Total Number of ELLs	16	ELLs as Share of Total Student Population (%)	4.46%
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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. Home Language Identification Surveys (HLIS) are used by the ESOL teacher to determine if a child is an English Language Learner (ELL) & to learn what parents want instructionally for their children. The survey identifies students who are eligible to take the Language Assessment Battery test (LAB-R). Students who score either beginning, intermediate or advanced are eligible to receive ESOL services based on NYS & Federal legal requirements. The survey & interview process is conducted by the certified ESL teacher. Additionally, the LAB-R assessment is administered by the schools' NYS certified ESL teacher. When necessary an interpreter aides the ESL teacher by interpreting the necessary information to parents. All students who are classified as Limited English Proficient (LEP) are annually assessed in May using the NYSESLAT exam to measure their language acquisition progress.
2. Upon the day of initial admission to IS 598, all parents of ELLs or perspective ELLs are notified that the only program choice the school currently offers is a freestanding ESL program. (This is because currently there are not enough students enrolled to form a dual language or bilingual program.) The ESL teacher explains other programs offered throughout the NYC Department of Education (e.g. dual language). If a parent is interested in pursuing one of the alternate programs besides freestanding ESL, the staff then helps connect the parent to a school offering the program of their choice.
3. To ensure completion of all forms in a timely manner, parents fill out required paperwork on the day of initial admission to IS 598.
4. Students are placed in the freestanding ESL program based on their LAB-R or NYSESLAT test scores. During initial admission to IS 598 & through the use of progress reports, advisory periods, report cards & during parent/teacher conferences, the ESL teacher communicates to parents of ELLs student academic progress & how the program choice of freestanding ESL is supporting the language acquisition progress of each child. To facilitate communication with parents who do not speak English, the school uses bilingual enrollment forms (provided by the DOE) in Haitian Creole, Spanish & Arabic. Throughout the school year information sent home to parents who do not speak or read English is translated into the native language using an online translator.
5. Parents who have chosen to enroll their child at IS 598 are aware the only program model is freestanding ESL & 100% of the parents have agreed to this program when completing the HLIS.
6. Yes, program models are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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	10			4	1	2	2		1	16
Total	10	0	0	4	1	2	2	0	1	16

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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 L	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								1						1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2		1					3
Haitian							5	3	4					12
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	4	5	0	0	0	0	16

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.
 - 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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. ELLS receive ESOL services through a pull-out format. Students receive small group instruction in groups of no larger than 10 students per class. This is to provide all ELLs with individualized support to better meet their language acquisition needs.

b. A content based, natural approach is used to facilitate areas of ELLs language development through the academic areas of ELA, Social Studies & Science. All ESL & content instruction is aligned with NYS standards. The goal is to facilitate language development while supporting students so they can master grade-level content knowledge while gaining English proficiency. This interdisciplinary, standards based approach allows students to meet performance standars & succeed on NYS & NYC assessments. Lastly, students are grouped heterogeously both in their regular classes & ESL classes. This provides ELLs to interact daily with & learn from their peers who are more proficient in English (or in the general classroom environment with native speakers). This model facilitates ELL social & cultural competency of life in the United States as well as aides in their progress of achieving native-like fluency in English.

2. Most of the ESL students are currently receiving the Federally mandated number of minutes per CR Part 154 requirements based on the previous year's NYSESLAT scores or fore students new to the NYC DOE based on LAB-R scores. Due to the fact the ESL teacher has been appointed to provide services as a .5 service provider, there are a few cases where is not possible to accomidate an exact 360 minutes of ESL instruction. All students are serviced by a NYC certified ESL teacher using a pull-out instructional model. All levels of students are given 180 minutes of ESL services Monday - Thursday. Beginning & Intermediate level speakers are given an additional block of 90 minutes on Fridays as well as an extra period of 45 minutes throughout the week.

3. Content area instruction is delivered in English. Throughout the school day, classroom teachers differentiate instruction & scaffold lessons to meet the linguistic challenges of ELLs as well as use bilingual dictionaries, smart boards, computers & written translation of material for beginners in student native languages. Students receive extra academic support in the after school program Book Club where they work on developing their reading fluency & comprehension skills.

4. The ESL program at IS 598 is a content based, natural approach to language learning. Content & academic skills that NYS requires students to have mastery of in the academic area of ELA, Social Studies & Science are coverd during ESL service regardless of a student's proficiency level or academic history. However, instruction is differentiated based on student needs.

a. SIFE students receive close to 360 minutes per week of ESL services to give them the academic support & development they require to achieve grade level academic success as well as English proficiency. Since SIFE students come in with a wide range of needs, the ESL teacher designes instructional scaffods per individual need. Some differentiated strategies include, but are not limited to: phonemic awareness, sight word recognition, penmanship, journals, vocabulary word logs & repition of skills (both oral & written). When appliciable the ESL teacher may refer a child who appears to have social/emotional need to the school counselor.

b. Beginning level ELLs & newcomers receive close to the 360 minutes per week of ESL services per CR Part 154 requirements. Students language development is facilitated through the use of leveled texts, graphic organizers, weekly vocabulary quizzes, word logs, journals, teacher modeling of spoken & written standard English, student practice & repition of written & spoken standard English based on what the teacher has modeled & the integrating reading & writing with NYS content area curriculum.

c. Since the ELLs who have been receiving ESL services for 4 - 6 years scored lowest in either reading ro writing on the May 2011 NYSESLAT exam, the ESL teacher has been focusing on strengthening these skills for this population. Students read & write everyday during their ESL instructional time. Some differentiated strategies include, but are not limited to are: reading for a purpose, study skills

A. Programming and Scheduling Information

(e.g. chunking), reading comprehension games, higher level vocabulary development (vocabulary tests), graphic organizers, journals, freewrites, practicing the habits that good readers possess (e.g. predicting, clarifying, visualizing, etc.), integrating reading & writing with NYS content area curriculum, peer editing, self assessments of work & writing rubrics.

d. The ESL teacher refers to the IEPs of ELLs who are identified as having special needs in order to support their academic needs & goals. Material covered with their general education peers is also covered with special needs students. When assessing students with special needs, the teacher adjusts her rubrics to address individual student needs & challenges.

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
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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

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 5-14 here

- 8.
9. To help transitional students reach proficiency on the NYSESLAT exam instructional strategies include, but are not limited to: reader's theater/role playing, recording students reading or speaking & then playing it back for self-assessment of speaking & reading fluency, close listening passages, read alouds, student to student interviews in which students record responses, test prep (for both ELA & NYSESLAT exams) leveled texts, reading comprehension & grammar skill games, journals, graphic organizers, study skills, free writes, direct teacher instruction (modeling) on writing & student repetition of writing skills (e.g. writing a complete essay) & rubrics.
- 10.
11. Currently there are no planned discontinuations of any programs or services for ELLs at IS 598.
12. ELLs are able to & encouraged to participate in all extra curricular activities that their native speaking peers participate in.
- 13.
14. Free standing ESL is the only program model currently offered at IS 598. The ESL teacher speaks French fluently & is able to provide native language clarification when necessary for the majority of the ESL students at IS 598 who speak French & Haitian-Creole. The ESL classroom also has several bilingual dictionaries in French, Haitian-Creole, Spanish & Arabic. Additionally, the classroom is equipped with two student computer where students can translate information into their native language on as needed basis.
15. Yes, required services support & the resources correspond to ELLs ages & grade levels. The ESL teacher searches out books & teaching materials that would appeal to Middle Schools students while supporting NYS content curriculum & be on an appropriate level for student language proficiency.
16. Currently there are no activities in place to assist newly enrolled ELLs before the beginning of the academic school year.
- 17.

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

1. The ESL teacher will be participating in various PD opportunities offered through the NYC Department of Education throughout the 2011-2012 school year. She is also a member of TESOL & is able to use the organization as a professional reference (e.g. plans on attending the TESOL International Convention in spring of 2012).
- 2.
- 3.

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

1. Parents are invited to & encouraged to attend the school's Open School Night at the beginning of the school year. They are also encouraged to attend parent/teacher conferences throughout the school year. Additionally, parents of IS 598 are notified about their child's English language acquisition progress throughout the school year through report card grades & comments. Additionally, parents are able to contact the ESL teacher on an as needed basis via phone or e-mail at any time during the school year for assistance with their child's academic learning.
- 2.
- 3.
- 4.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1		3					4
Intermediate(I)							4		1					5
Advanced (A)							2	2	1					5
Total	0	0	0	0	0	0	7	2	5	0	0	0	0	14

NYSESLAT Modality Analysis

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6					3				3
7					1		1		2
8			4		1				5
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	1		6						7
7					2				2
8	3		1		1	0			5
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

Paste response to questions 1-6 here

- 1.
2. The data of the LAB-R & NYSESLAT scores reveals across all proficiency levels, students are lowest in writing followed by reading. It also reveals across all proficiency levels students are strongest in their oral proficiency.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18k598 **School Name:** MLS

Cluster: Nancy Ramos **Network:** CFN# 94N533

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.

To facilitate communication with parents who do not speak, read or write English, the school uses bilingual enrollment forms (provided by the DOE) in Haitian Creole, Spanish & Arabic. Throughout the school year information sent home to parents who do not speak or read English is translated into the native language using an online translator. Additionally, oral translation is provided to parents who do not speak English during enrollment and/or conferences. Currently, MLS has staff members who speak Arabic, French & Spanish & so interpretation services are provided for parents in-house.

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 majority of parents speak basic English and are able to communicate with the school using their English. On the occasion when a parent needs language support to communicate with the school (e.g. during enrollment) that parent will often take the initiative & arrive at the school with another family member or friend who does speak English for interpretation purposes. In general, the parents of the Arabic speaking students, are the most likely to need interpretation/translation services. One of the staff members at MLS has offered her translation/interpretation services for these families since she speaks fluent Arabic.

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.

Translation services are provided for parents in-house either using enrollment forms (provided by the DOE) in the parent's native language or through oral translation via one of the staff members at MLS. Parents are sent home notification letters of upcoming school events in their native language (e.g. through use of google translation) on the same day as English speaking parents receive school/home correspondence.

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

Oral interpretations services are provided to parents in house by school staff. Currently, the three language groups (French, Arabic & Spanish) of the parent population at MLS are spoken by one of the staff members. Interpretation services are provided for parents on an as needed basis (e.g. parent/teacher conferences, home visits, enrollment, etc).

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>.

During enrollment parents are provided written translation of forms & policies (provided by the DOE) in their native language if they do not read English. In the event a form is not available, oral translation is provided to parents in order to assist them & to clarify for them DOE & school policies & procedures. Home Language Identification Surveys (HLIS) are used by the ESOL teacher to determine if a child is an English Language Learner (ELL) & to learn what parents want instructionally for their children. The survey identifies students who are eligible to take the Language Assessment Battery test (LAB-R). Students who score either beginning, intermediate or advanced are eligible to receive ESOL services based on NYS & Federal legal requirements. The survey & interview process is conducted by the certified ESL teacher. Additionally, the LAB-R assessment is administered by the school's NYS certified ESL teacher. When necessary an interpreter aids the ESL teacher by interpreting the necessary information to parents. Furthermore upon the day of initial admission to IS 598, all parents of ELLs or perspective ELLs are notified that the only program choice the school currently offers is a freestanding ESL program. (This is because currently there are

not enough students enrolled to form a dual language or bilingual program.) Throughout the school year information sent home to parents who do not speak or read English is translated into the native language using an online translator.