Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**MIDDLE SCHOOL FOR MARKETING AND LEGAL STUDIES**
DBN (*i.e. 01M001*):	**18K598**
Principal:	**JAMEELA L. HORTON-BALL**
Principal Email:	**JHORTON2@SCHOOLS.NYC.GOV**
Superintendent:	**BEVERLY WILKINS**
Network Leader:	**NANCY RAMOS**

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 (AIS), and the Parent Involvement Policy (PIP). 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.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jameela Horton-Ball	*Principal or Designee	
Nichelle Haynes-Trant	*UFT Chapter Leader or Designee	
Nikki Arthur	*PA/PTA President or Designated Co-President	
Lorraine Jackson-Purvis	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Malawi Bracey	Member/ Dean	
Shawn Mason	Member/ Dean	
Patricia Draghine	Member/ PTA Secretary	
Monique Campbell	Member/ Parent	
Debbie Buchanan	Member/ Parent	
Latoya Headley	Member/ [Parent	

**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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.
Increase parental involvement and bolster communication between home and school by increasing Parental involvement by 5% across the school community.

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.
School wide trends consistently exhibit very low parental involvement. On average, the school community has less than 2% involvement at monthly PTA meetings. In order to ensure that parents have some familiarity with instructional expectations and surrounding issues that impact a student's ability to succeed, the school implemented ongoing Parental Workshops.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. The school will host one Parental based workshop per month on an array of topics including cyberbullying, gang awareness, reading/writing extensions at home, testing components, Common Core expectations. 2. The school will host monthly content specific Parent Workshops facilitated by staff within a specific content area/grade. 3. In addition to the monthly Workshops, each grade/content area will conduct parent meetings to discuss and develop individualized academic, social and emotional plans to promote student progression. 4. The school will also conduct one on one Parent Teacher Conferences with Parents twice a year.
B. Key personnel and other resources used to implement each strategy/activity
1. Guidance counselor and select teaching staff will provide the workshops.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Attendance sheets form Parental Workshops, an informal Parent Survey and an increase in a positive overall response on the Parent Survey will be used to measure progress of the aforementioned goal.
D. Timeline for implementation and completion including start and end dates
1. November 2014-June 2015.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Workshops will be held during one of the mandated school Parent Engagement Tuesday sessions.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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.
Establish partnerships with Community Based Organizations to support 100% integration of Fine Arts exposure for all students during the course of the 2014-2015 school years.

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.
School-wide data revels that there was very little variety and on limited extra-curricular and afterschool activities available for students. The schools goal for the 2014-2015 school-year is to expand the various extra-curricular, afterschool and art related programs the school will offer to students during and after school hours. This goal will assist the school in embedding fine arts into the school day.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. All students across grades 6-8 will receive art related elective courses 1 period per week. 6 and 7th grade will receive formal dance training and 8th grade students will partake in an architectural based program. The electives will be embedded into the students' instructional schedules. All of the art elective courses will take place throughout the course of the school day.
B. Key personnel and other resources used to implement each strategy/activity
1. School staff will work alongside the teaching artist from the various partnerships to assist with classroom management and the alignment of the arts within the formal curriculum.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Student overall interest and growth in the related fine arts program over the course of the school year will be one form of evaluation. Quarterly student art showcases and projects to support the learning will also be used to measure the effectiveness of the activity.
D. Timeline for implementation and completion including start and end dates
1. September 2014-June 2015.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Every student has one period of art built into their schedule.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parents will be invited to attend the art showcases to view the progress their child has made within the provided art program throughout the school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

Goal and Action Plan #3

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.
Incorporate ongoing cross content area professional development sessions to enhance the use of technology in alignment with Common Core instruction on a regular basis amongst teachers and students. Students and staff will utilize various forms of technology across content area for a minimum of 4 hours across each school week.

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.
1) Ongoing professional development was necessary to further support the development of teachers in utilizing various technology based programs to enhance the curriculum development and instructional rigor for students. 2)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Professional development will be strategic and based on the differentiated needs of the staff by content area, whole school and or small groups. The PD sessions will take place during weekly scheduled PD times. 2. Smart Teq, Achieve 3000, Light Sail, E-Science, MSQI, NFTE, and Datacation programs will be used to support the professional development 3. Every classroom is furnished with an operable smart board. 4. More than 60% of the intervention classes in the school will be required to use a technology based program to support instruction (i.e.; Light sail, Achieve 3000, etc.)
B. Key personnel and other resources used to implement each strategy/activity
1. Administration will identify staff experts to provide PD, utilize network constituents and/or schedule PD sessions via the channels of a specific company or organization rendering the services.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher's utilization and d implementation of various components including technology within their classrooms.
D. Timeline for implementation and completion including start and end dates
1. September 2014-June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. PD sessions will be scheduled throughout weekly PD session hours.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Bolster school wide literacy through the use of highlighting a "Book of the Month" within the school community to assist in increasing 25% of the grade 8 students' scale score points by at least 15 points or higher on the 2015 ELA exam

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.
Last year's scores revealed that the 7th grade (current 8th grade students) scale score points remained stagnant or showed less than a 15 point increase on the 2014 state exam. The purpose of this goal is also to provide additional opportunities for students to become immersed in literacy and acquire a love for literacy in order to create a platform for improvement in students' reading and writing levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. The instructional coach will select a book for each month that embodies a strong message, theme or complex issue. Students will be introduced to the text the first Monday of each month via a school wide read aloud. Students will have the opportunity to further engage in discussion and expression of their ideas in writing through the completion of weekly written task assigned each week in Advisory.
B. Key personnel and other resources used to implement each strategy/activity
1. Instructional Coach will select and order the monthly books.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Student writing samples will be graded and analyzed to determine measures of progress for individual, grade and whole school.
D. Timeline for implementation and completion including start and end dates
1. September 2014- June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Students will complete the written responses during weekly Advisory sessions.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy** ***(e.g. repeated readings, interactive writings, 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	Every student receives a separate period of reading enrichment that is targeted to support growth. Enrichment is built into student schedules and is provided for 1 period 4 times per week. Enrichment periods are differentiated based on student data collected over the previous and existing school year. The programs offered during reading intervention periods are as follows: ***I-Ready Reading*** ***Supports student's ability to build reading comprehension through skills analysis and writing support via*** *strategy lessons and teacher support.* ***Close Reading Analysis*** *Teacher facilitation of reading, discussing and responding to complex text using specific analytical strategies such as highlighting, chucking, paraphrasing, questioning, clarifying, predicting and drawing conclusions.* *Students analyze complex text* ***Achieve 3000*** *An online reading comprehension*	Group size no more than 18 students Small group/Individual Conferences	Services are provided during the school day and during after school academic program

	program to support students in building reading comprehension and stamina.) *<u>Light Sail</u> – on electronic reading program that provides opportunities for students to engage in reading and practice reading habit s while engaging in virtual reading discussions with the teacher and peers.*		
Mathematics	At risk students are provided with pull out AIS and SETTS instruction 1 period per day 5 days per week. This instructor provides the set group of students with instructional strategies that are consistent with improving their weaknesses. 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.	Group size no more than 18 students Small group/Individual Conferences	Services are provided during the school day and during after school academic program
Science	At risk students are provided with pull out AIS and SETTS instruction 1 period per day 5 days per week. This instructor provides the set group of students with instructional strategies that are consistent with improving their weaknesses. 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.	Group size no more than 18 students Small group/Individual Conferences	Services are provided during the school day and during after school academic program
Social Studies	At risk students are provided with pull out AIS and SETTS instruction 1 period per day 5 days per week. This instructor provides the set group of students with instructional strategies that are consistent with improving their weaknesses. In addition, all students receive individual teacher/student conference time within the content area	Group size no more than 18 students Small group/Individual Conferences	Services are provided during the school day and during after school academic program

	once a week to assess weaknesses and strengths and provide/employ additional strategies and next steps to address identified areas for growth.		
At-risk services ***(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)***	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). **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.**	Group size no more than 5 students Small group/Individual Conferences	Services are provided during the school day.

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In order to recruit highly qualified teachers, the school utilizes a hiring committee that is comprised of Administration, Parent Representatives, and UFT Representative and Lead Staff members within the school community. Throughout the hiring process the school utilizes recommendations channeled through DOE Human Resources, The NYC Teacher Recruitment Office, Teaching Fellows and Teach for America to solidify appropriate candidates to fulfill vacancies. During the recruitment and hiring phase, prospective candidates participate in group and individual interviews and if requested are expected to conduct demonstration lessons. Once an individual candidate is considered for hire, the hiring committee consults with Human Resources to ensure that the prospective candidate is highly qualified and licensed for the respective vacancy. Upon approval, the candidate is then hired. If the candidate is a new teacher, during the first two years of teaching the candidate receives an on-site mentor and is required to attend monthly new teacher workshops in the school community.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers receive ongoing professional development through CP sessions and grade meetings. Teachers are also encouraged to attend professional developments sessions available outside of the school community. Every new teacher is paired up with a veteran or experienced teacher who serves as the teacher's mentor.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school based support team (Psychologist and School Counselor) provide individual support for students in temporary housing when needed.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers work collaboratively to determine the appropriate assessments measures and also outline teacher made assessments to emulate external assessments and benchmarks.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required 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

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 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 (2nd and 4th Tuesday of each month from 3:00-4:00 p.m.) 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; 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 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.
-

DBN: 18K598

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source**	**Funding Amount:**	Place an (X) in Column A below to verify that

	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$227,907.90	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$1,481,114.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 18	Borough Brooklyn	School Number 598
School Name Middle School for Legal Studies & Market		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jameela Horton-Ball	Assistant Principal N/A
Coach type here	Coach type here
ESL Teacher Beth Brown	Guidance Counselor Tiffany Roy-Fisher
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lorraine Jackson-Purvis
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	312	Total number of ELLs	17	ELLs as share of total student population (%)	5.45%

Part II: 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							5	4	4					13
SELECT ONE														0
Total	0	0	0	0	0	0	5	4	4	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	**Newcomers (ELLs receiving service 0-3 years)**	15	**ELL Students with Disabilities**	1
SIFE	5	**ELLs receiving service 4-6 years**	2	**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 SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15	5		2		1				17

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	15	5	0	2	0	1	0	0	0	17
Number of ELLs who have an alternate placement paraprofessional: ____										

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
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2		2					4
Haitian							3	4	2					9
French							1	2	1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	6	5	0	0	0	0	17

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	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 (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   The school uses the ACUITY Interim Diagnositc Assessments along with Fountas & Pinnell literacy programs to assess ELL students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   In general across proficiency levels & grades ESL students were weakest in writing followed by listening. Speaking followed by

reading levels were the highest among ESL students across proficiency levels & grades.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   Since the majority of students are lowest in writing for the 2013-2014 school year the ESL teacher is focusing on writing everyday with students & teaching/modeling & then having students practice writing descriptive essays, essays & short answer written responses.

4. For each program, answer the following:
   a. 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?

   a. The program at IS 598 is a stand alone ESL program & therefore native language assessments are not administered. There is no data to compare ELLS in English vs. native language. In general as students progress in grade their NYSESLAT test scores tend to increase. However across all three grade levels there are students who have remained at an Advanced level for several consecutive years.

   b. The school leadership & teachers are using content area ELA & Math Periodic Assessments to gain knowledge of student strengths & deficiencies. The assessment data is used to drive instructional planning for individual students. During team meetings teachers discuss strategies they can implement in their instruction to provide support for ELL students based on the results of the assessment data.

   c. Being that the school's program is a stand alone ESL program, the native languages of ELLS are not used on a regular basis in the classrooms. Students are able to use bilingual dictionaries to help with interpretation/translation needs & beginning level students are partnered with a peer who speaks their L1 for occassional language interpretation support. One of the biggest noticings about ELLS from Periodic Assessments is their ability to determine the meaning of unfamilar words in a passage they are reading. Also, figurative language, drawing conclusions & making inferences about a passage are also challenges for the ELL students. Lastly on performance tasks the ELLS struggle with consolodating all the imformation they have read into a well developed & organized written task.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

   N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

   NYSESLAT & LAB-R scores are used to give teachers an snap shot of how proficient each ELL student is in English. Teachers can learn from the data if the child is nearing proficiency in reading, writing, listening or speaking & then scaffold their lessons around this information.

7. 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?

   N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

   Student success is evaluated based on a combination of portfolios (portfolios include but are not limited to a beginning of the year baseline task to document student progress in descriptive writing & vocabulary use, quizzes, reading comprehension teacher created assessments, rubric based oral presentations to evaluate student speaking fluency progress, rubric based written taskes to evlauate writing fluency progress, & class work), report card grades to document the progress of ELLS in the content areas & the NYSESLAT exam test scores.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)

Parents are asked to fill out the HLIS for students who may be possible ELLS: This survey & interview is conducted by a certified ESL teacher. If necessary an interpretator is provided to assist the parents in completing the forms. If a student speaks a primary language in the home other than English, the ESL teacher then administers the LAB-R exam to determine the English proficience level of the student. All students who are classified as LEP (limited English proficient) based on LAB_R or NYSESLAT scores are annually assessed in May using the NYSESLAT exam. This helps the ESL teacher, principat, student & parents evaluate the progress each student is making with his/her English proficiency.

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.

   Upon initial admission to IS 598, all parents of ELLS or potential ELLS are notified that the only program the school offers is a freestanding ESL program. Our plan that is in place is to show the parent orentation video in the parent's native language to ensure parent understand of parent program choices. If a parent desires a Bilingual or Dual language program for their child, the ESL teacher then helps to connect the parent to a school offering the program their choice.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   To ensure completion, forms are completed by parents on the day their child is enrolled at IS 598. After the student is determined to be an ELL, an entitlement letter for ESL is sent home. If the parent notification of ESL service eligibility letter is not returned, the ESL teacher makes a follow up phone call to the parent.

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.

   For parents who do not speak English, an interpretator is provided to facilitate the enrollment process. Also, IS 581 uses the forms provided by the DOE in Haitian Creole, Spanish & Arapic to make the enrollment process understandable & more comfortable for parents. The HLIS, LAB-R or NYSESLAT scores are used to detremine if a child is eligible for ESL services. Currently there are not enough students enrolled at IS 581 to form a bilingual instructional program. However, a record of parent choices is kept to determine if the school will need to form a bilingual program should enough students become erolled whose parents choose this option.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

   The testing coordinator for the school verifies with the ESL teacher the number of NYSESLAT exams the school will need to order for each grade band. The week before the exam, the ESL teacher will discuss with the ELLs what they can expect to happen during the NYSESLAT testing week as well as test taking expectations (e.g. no talking during exams). During the week of the exam, the ESL teacher will pull students to administer each part of the exam. Students only sit for one exam a day (e.g. reading one day, listening the next day, etc.). Throughout the week the ESL teacher keeps a record of which child was administered each part of the exam & which child (if any due to school absence) needs to be pulled to make up a test.

6. 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.) 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.

   Yes, program models are aligned with parent requests. Parents who have chosen to enroll their child at IS 581 are aware the only program model offered is a free-standing ESL program & 100% of the parents have chosen this program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

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 individualized support to better meet their language acquistion needs.

B. A content based, natural approach is used to facilitate the ELLS language development through the academic areas of ELA, Social Studies, Science & Mathmatics. All ESL & content instruction is aligned with NYS standards & Common Core Curriculum. The goal is to facilitate language development while supporting students so they can master grade-level content knowledge. This interdisciplinary, standard based approach allows students to meet performance standards & succeed on NYS & NYC assessments as well as be ready for college & careers. Lastly, students are grouped heterogenously & are given the opportunity to interact daily with & learn from their peers who are more proficient in English or who are native speakers. This facilitates their social & cultural competence of life in the United States as well as aides in their progress of achieving native-like fluency in English.

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)?

Currently the mandated number of instructional minutes per CR Part 154 are not being met due to the ESL teacher's postiton of .5.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher provides content area teachers with support by suggesting strategies that will assist students with experiencing success in the content area. Supports include, but are not limited to web based resources, bilingual dictionary use & writing scafforlds.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

While students are supported with Native Language resources throughout the year (e.g. bilingual dictionaries), ELLS are not evaluated by the school in their Native Language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year ELLS are given rubric based taskes to assist in their reading, writing, listening & speaking language fluency development as well as to assess their language acquisition progress.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students are assigned to the ESL teacher's extended day group. During this time students work on developing their reading (e.g phonemic awareness), spelling, expanding their survival vocabulary as well as academic vocabulary & grammer (e.g. consturcting a complete sentence using standard English).

b. Newcomers are assigned tasks that will help them to learn basic English (e.g. survival words/phrases)

c. High beginners through advanced level ELLS are assigned tasks that will help them to develop their literacy in English. In cases where language development is not the primary issue, the ESL teacher will refer the student for testing to learn if he/she requires special services.

d. Long-term ELLS are assigned tasks designed to target their literacy deficiencies & are also supported with test taking/study skill strategies.

e. In regards to former ELLS, the ESL teacher will check in with the student's content area teachers to learn how the child is performing in class & if necessary recommend possible strategies the content area teacher can try.

7. 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?

   Teachers follow the remommendations for ELL-SWDs per the student's IEP.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

   The ESL tacher refers to the IEPs of ELLS identified as having special needs in order to support their academic needs & goals while simultaneously facilitating their English language proficiency development. ELL-SWDs have access to everything their general education peers have access to.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
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

9. 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.

   Students who receive additional assistance for ELLS in ELA are mondaed to attend a book club that takes place twice a week. These students are also provided with academic intervention through our Saturday Academy classes. Students receive classes in both ELA & Math. Each sesssion lasts approximately 1.5 hours in which students receive targeted instruction that is catered to suit the needs of their individual strengths & weaknesses.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    Dialogue between content area teachers & the ESL teacher enable students to have access to academic content. This is because dialogue between teachers promotes understanding about the language acquistion process. Also, the dialogue helps the ESL teacher learn where particular students are struggling so that the ESL teacher can in turn incorporate those skills into her ESL lessons. This allows the ELLS to experience greater success when they go back to the classroom. Additionally, the dialogue allows the ESL teacher to provide the content area teacher with strategies for increasing ELL student involvement, understanding & ultimately success in the classroom.

11. What new programs or improvements will be considered for the upcoming school year?

    In the years to come, not only will we continue to offer the online intervention services, Saturday Academy, and after school book club, intervention clubs, but we will also provide students with morning intervention services.

12. What programs/services for ELLs will be discontinued and why?

    There are currently not programs for ELLS at IS 598 that are being discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    ELLS are able to & encouraged to participate in all extra curricular activities that their native speaking peers participate in.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    Instructional materials available to support ELLS are bilingual dictionaries, leveled texts, laptops & smartboards.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    The ESL teacher speaks French & is able to support the majority of the students (who are of Haitian decent) which helps bridge the language gap when necessary. Bilingual dictionaries & language translation apps are also used to help brigde language gaps.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

    Texts & web based resources are at an age & grade appropriate level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

    Currently there are no activities in place to assist newly enrolled ELLS before the beginning of the school year.

18. What language electives are offered to ELLs?

    Currently the language elective that is being offered to ELLS is Spanish.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher wil be participating in various PD opportunities offered thought the NYC Department of Education throughout the 2013-2014 school year. She is also a member of TESOL & uses the organization as a professional reference. Also, the ESL teacher will be provided with the opportunity to attend several professional development sessions through the school's network CEIPEA as wll as other opportunities that may arise.

2.

3. ELLS are provided with various sessions of counseling that allows them to express how the feel in reference to the change in environment as well as their peer group. Peer mediation & guidance sessions are also provided for students so they can relate to their peers abut the transition & experience in coming to a new school with new proceedures. To support ELLS as they transition from middle to high school, the Guidance Counselor does classroom workshops about the High Schools & what various ones throughout the DOE have to offer. During class discussions about student goals & plans the ESL teacher discusses with 7th graders about ihe importance of doing well in order to be able to enroll in a good high school. The ESL teacher also discusses with 8th graders the improtance of doing well & working to test out of ESL so they will be able to take more credit for graduation courses once they reach high school.

4. The ESL teacher is sent out of the building in order to attend monthly/bi-monthly professional development that is related to servicing the ELL students. Additionally, teachers in varied content areas are sent to monthly professional development sessions in order to help supplement the resources that are provided in class.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 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 prgress throughout the year through report card grades & comments. Parents who do not speak or read English are provided with translations of information sent home in their native languages. The school's parent cordinator Ms. Jackson-Puris is availbable & willing to support all parents as well as invite them to all parent activities throughout the school year.

2. The school utilizes the Network partnerships and information dissemniated from the ESL professional developments to provide workshops and keep parents abreast/updated on ELL services.

3. The school uses informal feedback which usually consists of one to one conversations with ELL parents as to what their needs are. Additionally, the school creates surveys to assess ELL services/support structures for students/parents. The school uses the surveys twice a year to gage parental/student need and improve implementation of ELL services.

4. Please see responses 1-3 above. 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 students are notified about their child's English language acquisition progress through report card grades. Parents who do not speak or read English are provided with written communication home that is translated into the parent's native language.

E. 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.

N/A

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)
Jameela Horton-Ball	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Lorraine Jackson Purvis	Parent Coordinator		1/1/01
Beth Brown	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
Tiffany Roy-Fisher	Guidance Counselor		1/1/01
Mildred Cordova	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K598 **School Name: MLS**

Cluster: Nancy Ramos **Network: CFN-533**

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. Throughtout 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 Haitian Creole & 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 in 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 Arabic. Additionally, for the occasional parent who speaks French or Spanish & no English, their written translation & oral interpretation needs can be met through a staff member who speaks that parent's native language. (Currently there is at least one staff member in the school who speaks the language backgrounds of all students attending IS 598.) Therefore, the language needs of all parents are currently being met.

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 & proceedures. Home Language Identification Surveys (HLIS) are used by the ESL 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 ESL 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's NYS certified ESL teacher. When necessary an interpretor aides 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 progrm 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.