

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K598

School Name:

MIDDLE SCHOOL OF MARKETING AND LEGAL STUDIES

Principal:

JAMEELA HORTON-BALL

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

Middle School of Marketing and Legal
Studies 18K598

School Name: _____ School Number (DBN): _____
6,7,8

Grades Served: _____

School Address: _____
905 Winthrop Street, Brooklyn, NY 11203

Phone Number: _____ Fax: _____
718-7737343 718-773-7946

School Contact Person: _____ Email Address: _____
Tiffany Roy Troy@schools.nyc.gov

Principal: _____
Jameela L. Horton-Ball

UFT Chapter Leader: _____
Nichelle Haynes

Parents' Association President: _____
Naomi Henry

SLT Chairperson: _____
Nichelle Haynes-Trant

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Lorraine Jackson-Purvis

Student Representative(s): _____

District Information

18 Beverly Wilkins

District: _____ Superintendent: _____
1106 95th Street, Brooklyn, NY 11236

Superintendent's Office Address: _____
Bwilkin@schools.nyc.gov

Superintendent's Email Address: _____

Phone Number: _____ Fax: _____
718-566-6008 718-649-7074

Borough Field Support Center (BFSC)

Brooklyn South Cheryl Watson

BFSC: _____ Director: _____
415 89th Street, Brooklyn, NY 11209

Director's Office Address: _____

cherylwatson@schools.nyc.gov

Director's Email Address:

718-759-4682

718-759-4960

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jameela L. Horton-Ball	*Principal or Designee	
Nichelle Haynes	*UFT Chapter Leader or Designee	
Naomi Henry	*PA/PTA President or Designated Co-President	
Linda Underdue	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cindy Delburne	Member/ Parent	
Kathyann Sealey	Member/ Parent	
Khalilah Woods	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Valerie John	Member/ Teacher	
Shaunette Simon	Member/ Parent	
Malawi Bracey	Member/ Teacher	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

STUDENT EXPECTATIONS AND COMMUNICATION WITH FAMILIES

SCHOOL MESSENGER /CASS 411/ STUDENT I.D. SYSTEM

School Messenger is a great source of communication between the school and the home. This system is an electronic phone system that allows administration to contact a large amount of parents simultaneously. This system is used to inform parents of various school wide events and other functions that take place within the school community such as parent /teacher conferences, curriculum night, holiday shows etc.

The CASS 411 system that allows administration to track student attendance and lateness. Students are provided with personalized student ID cards that are used to swipe in when they arrive in the morning so that they can be accurately accounted for. This system makes it easier to manage student attendance. Additionally , this system provides administration with "late passes" if and when a student arrives late to school , as well as "hallway sweep" passes when a student is caught arriving to class late during passing . This system serves as a safety and security system to keep track of students within the school community.

DATACTION/SKEDULA/PUPILPATH

This online grading system allows teachers to keep track of various students' assignments and grades. By automatically populating the average for each student's assignments, Skedula maintains the overall average for the student within the marking period. Dataction/Skedula also allows parents to view their child's grades via the internet, prior to receiving a progress report and/or report card. Moreover, the system allows parents to have access to anecdotes that are inputted by teachers in reference to student behavior during the course of the day.

MORNING MEETING

Each morning from 8:00-8:15 a.m., the school's Deans facilitate a morning meeting for students. Students enter the school via the auditorium where they scan their personalized photo I.D. cards and then take a seat in their class's assigned section in the auditorium. All students who arrive to school by 8:05 a.m. and are in full uniform receive color coded wristbands which are used to differentiate between those who are following school rules and those who are not. The wristbands also afford the students who are on time and obeying school rules an opportunity to obtain additional gym time or access to additional extra-curricular activity during lunch. The system also pushes those students and serves as reinforcement for students who are late and/or out of uniform, to be more responsible and cognizant of the importance for being on time to school. During the morning meeting, students receive updates in regards to schedule changes, respond to questions related to the book of the month, review a fact of the day, look at words in context to practice utilizing weekly focused words related to the Word Generation curriculum. Students also engage in close reading and analysis related to the monthly the of various text

WORD GENERATION

Data reveals that in order for students to improve in reading and writing, they must have ongoing exposure to an enriching academic language based program that provides ongoing opportunities for students to utilize reading, writing, listening and speaking skills. Therefore, the school community has recognized the importance of supplementing the curriculum with Word Generation- a cross curricular based program. The Word Generation program introduces students

to weekly controversial topics and academic focus words. Students are introduced to the weekly topic and applicable academic focus words in ELA on Monday. During that time students engage in a word study that includes students finding the words in the article and defining the terms in their own way based on the context in which it is used in the article and an overview of the words usage and root format. The students also read the article and engage in class discussions to support their perspective surrounding the topic. The following day, students revisit the topic in math where they engage in solving the mathematical “problem of the week”. In order to solve the problem, the students are required to use statistical data in relation to the topic to solve the problem. On the third day, the students engage in developing a scientific theory or hypothesis in relation to a given testable scenario. In Social Studies, students engage in debates where they take a stance and develop their position through organized whole class, pair and/or table group argumentative based discussions. The topic concludes in ELA on Friday where the students engage in writing argumentative essays to present and support their stance in relation to the topic of the week.

DIFFERENTIATED LITERACY BASED ACADEMIC INTERVENTION PROGRAM

The schools existing partnership with the Middle School Quality Initiative affords an opportunity to provide students with 4 additional periods of literacy support that is separate from the 7 periods of reading and writing instruction every student receives. During the literacy based instructional periods which are referred to as “differentiated intervention periods”, students receive additional support in reading. The intervention class period was designed to support and address the “whole class” needs of a group of students. The intervention programs selected for each class is based on data from the

I-Ready Reading

I-Ready is a program that supports student’s ability to build reading comprehension through skills analysis and writing support via strategy lessons and teacher guidance.

Light Sail : This program is designed for students who are a little more advanced and are able to read independently as avid readers. This is an online “Independent Reading” program that provides the students with the opportunity to have a variety of texts at their fingertips. Students are given a personalized user name and password to login and read independently from an iPad, a book of their choice. Within the program, students are offered a limited amount of books that are slightly below their reading level, simply to satiate their appetite of comfort as a reader; this is simply for enjoyment. Additionally, they are given a range of books within their level that cover various genres but are focused on building their stamina within their given reading level. Students are also provided with a selection of books that are slightly above their reading levels so that they may be able to boost their reading level after building up their stamina. During the course of reading, students are periodically provided with assessment questions, embedded within various sections of the text. They are not allowed to move forward in the program if they do not successfully complete the assessment questions, demonstrating that they have in fact mastered the designated level. A wonderful attribute or component of this program is that the teacher of this section is able to monitor the frequency of the students’ reading as well as send them personalized assessment questions- which show up during students reading; all of which is done through the teachers iPad. Teachers also have the advantage of directly communicating with individual students via the iPad as well as conducting electronic conferences.

Close Reading/Guided Analytical Reading : This program is designed to help students who are not avid readers and who may struggle with interpreting what they read. Students in this program are guided through various texts by a teacher. These texts range in difficulty and are coupled with assessment questions to gage their understanding. Students are encouraged to read collectively and independently during the period. Throughout the week, students may work on one dissecting one text, annotating it and pinpointing central ideas within the text so as to demonstrate their understanding.

AFTER SCHOOL REGENTS PREP COURSES IN MATH, SOCIAL STUDIES AND SCIENCE

Students in 8th grade are offered regents prep classes in Math, Science and Social Studies during an intense after school program. In the beginning phases, the program is open to all students. These regent courses allow students who may be advance in the above mentioned areas, to fulfill their high school requirement of taking the regents in the designated subject. Although, the course is offered to all 8th grade students. However, along the way, students are given various assessments that reflect the regents exam to ensure that they are indeed ready to move forward with the rigorous course work involved in pursuing regent's credits. Those who receive a passing score of 80% are kept in the program and prepped for their regents exams in June. Through rigorous practice and review, students are presented with the opportunity to maximize their abilities and gain an added step in their ladder of fulfilling their academic goals. The regents prep courses provide an opportunity for students to gain credits toward taking advance placement courses in H.S. that teach coursework in preparation for college and beyond.

The school community recognizes the valuable role parents and families play in supporting student progress and social development. Therefore, the school has identified and implemented unique ways of ensuring that communication between home and school is consistent and apparent. The following structures below delineate clear and effective systems the school utilizes to bridge the gap between home and school:

ACADEMIC ADVISORY

Every teacher within the school community serves as an Academic Advisor. An advisory group size can vary from 5- 12 students, depending on the teacher's role and/or capacity within the school community. Advisors are expected to meet with their Advisory students once weekly. During the weekly Advisory session, the Advisor utilizes Skedula (an online grading and anecdotal system) to conduct an academic conference with each student. During the session, the Advisor informs the students of their grades in each content area, identifies any missing assignments and presents test results and project grades. The Advisor also presents students' with updated data and assists each individual in analyzing their academic data to establish/ revise quarterly academic goals. Communication with parents is also an integral component of all Advisors' responsibilities. It is expected that the parents of each advisory student is to be contacted or communicated with in some fashion (email, text, telephone call, etc.) to inform of their child's progress as well as discuss any concerns that may impede upon the child's academic progress on a weekly and/or consistent basis.

APPOINTMENT ONLY PARENT TEACHER CONFERENCES

In an effort to boost parental involvement and overall turn out at Parent Teacher Conference sessions, the school community developed an appointment only P.TC structure. The "appointment only" schedule ensures that parents engage in a 20 minute conference with their child's academic Advisor around the student's educational progress, social/emotional growth or concerns, behavior and other challenges that may impede upon the students overall progress. Over the course of three semesters, the academic advisor meets with the parent and provides valuable data from various databases such as Skedula and school wide collected records that reflect the students' progress and areas of challenge. Appointments are mutually established between the parent and Advisor on the specific PTC date. The appointment structure has increased parental presence from 45% to 75%.

PARENT-SCHOOL ENGAGEMENT/INDIVIDUAL STUDENT ACTION PLAN

In addition to the Academic Advisory initiative described above, the school community has an array of defined communication strategies in place to support and bolster involvement. The school uses electronic communication aids such as School Messenger and Parent Update Newsletters, fliers and reminder notices to inform parents of upcoming events, parent workshops, school events, etc. Moreover, the school has instituted grade specific parent meetings wherein related staff, on a specific grade comes together on a weekly basis to schedule and conduct meetings with parents of students who are presenting challenges and/or based on parent request. During the meeting, the parent has the opportunity to hear from each teacher, discuss areas of concern and establish next steps. Prior to ending the meeting, teachers establish an I.S.A.P (Individual Student Action Plan) in which reasonable and measurable goals are set between the teacher student parent in an effort to improve upon the academic, social or emotional area of challenge.

WEEKLY PROGRESS REPORTS

Every student receives a monthly progress report which is generated from Skedula/Pupil Path (online grading system). The progress report details the students overall G.P.A in each class, grades students obtained on assignments within each content area, quizzes and assessment scores, homework, project and class work results. The progress report also specifies any missing assignments or incomplete work. In addition to the Progress Reports, students also receive behavioral anecdotes that detail positive notes and/or behavioral concerns.

Every six weeks, students also receive a detailed progress data profile that stipulates students' overall levels and provides the students correlating grade level in each content area, uniform concerns, behavioral concerns, attendance and lateness history, promotion/graduation status, benchmark/baseline assessment results and corresponding academic level in the major content areas and the students honor roll status . Academic Advisors inform parents of the P.R. status and meet with students to discuss their academic progression and overall performance.

18K598 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	240	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	6
School Composition (2013-14)					
% Title I Population	72.7%	% Attendance Rate			91.8%
% Free Lunch	73.1%	% Reduced Lunch			4.8%
% Limited English Proficient	5.5%	% Students with Disabilities			21.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			94.2%
% Hispanic or Latino	3.5%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.3%	% Teaching Out of Certification (2013-14)			17.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			8.51
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4			3.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			18.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			81.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Data reveals that the students across grades 6-8 show strength in citing textual evidence to support an idea but struggle to organize their ideas and evidence in cohesive written form. Feedback from the Quality Review emphasized the need to formulate consistency in the manner in which teachers are providing actionable and timely feedback for students to improve upon areas where growth is needed.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, at least 25% of the overall student population will show an increase in their ability to support an idea with aligned textual evidence when comparing data from the September 2015 to the June MOSL exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research shows that consistent, actionable and measurable feedback is essential to improve upon academic deficiencies. Therefore, the school will create a uniformed template for teachers to provide actionable feedback to students. The template will also include student self-reflection and goal setting component that will enable students to actively respond to feedback by formulating goals and demonstrating improvement in identified area.</p>	<p>All students</p>	<p>September 2015 –June 2016</p>	<p>All teaching staff will be responsible for implementing and providing feedback to students. Administrative team will oversee that regular feedback is provided through informal visits, random checks of student portfolios and analysis of the feedback through weekly grade/content area meetings.</p>
<p>Every student’s feedback will be differentiated to support their specific area of growth and academic need regardless of classification and/or sub-group.</p>	<p>Students with disabilities</p>	<p>September 2015 –June 2016</p>	<p>All teaching staff will be responsible for implementing and providing feedback to students. Administrative team will oversee that regular feedback is provided through informal visits, random checks of student portfolios and analysis of the feedback through weekly grade/content area meetings.</p>
<p>Parents will receive academic profile sheets informing them on a quarterly basis of their child’s academic strengths and weaknesses. The goal setting sheet will include short term and long term goals set by students based on actionable feedback provided by teachers.</p>	<p>Parents</p>	<p>September 2015 –June 2016</p>	<p>Advisors will provide parents with academic profile sheets to keep them abreast of their child’s academic standing.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school will utilize CBO's to enhance and provide art elective courses throughout the course of the school year to all students across grades 6-8.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February of 2016, student progress will be assessed and monitored for progress through a comparative analysis of student responses on the MOSL and specific teacher made written tasks that require students to cite textual evidence.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Cumulative stars data from June of 2015 revealed that a little over 25% of 8th grade student population shows a consistent pattern of failure in 1 or more core subject area courses (Math, Science, ELA and Social Studies) over a respective academic school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will increase the overall amount of 8th students passing core courses with a 65% or higher in STARS by at least 20% (schedules, Transcripts, Academics Report) over the course of the 2015-2016. The increase will also show growth in the amount of students graduating in June of 2016 when compared to the total amount promoted to 9th grade in June of 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
All core subject area teachers will develop and incorporate credit recovery course tasks in every unit of study. The tasks will provide students who are in danger	Students who are identified each marking period as	September 2015-May 2016	Content area teacher teams will be responsible for developing and

of failing with the opportunity to complete additional recovery tasks that are common core aligned and students demonstrating understanding and competency in identified standards or areas of growth. The credit recovery tasks will be differentiated to support the needs of students with disabilities or other sub groups based on their IEP goals and specific instructional goals established within the respective content area.	being in danger of failing core subject areas.		implementing the tasks within every unit. Administration will monitor and oversee that tasks are aligned with CC standards and are executed and carried out accordingly.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Scheduling will accommodate time for teacher teams to meet on a weekly basis to analyze student data and plan course recovery tasks to assist students in building up their portfolios and acquiring quality work toward receiving a passing grade.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Student progress will be examined mid-way through every marking period to determine students who are in danger of failing. Recovery tasks will be provided for the student and parents will be notified of the concerns and expectations.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Quality Review feedback emphasized the need to strengthen teacher teams’ structures for analyzing data within and across content area. Existing structures provide limited time for teachers to engage in opportunities to share best practices and analyze student data within and across content areas. The school has worked to develop community individual student action plans which encompass teachers identifying areas of need, the development of student short and long term goals and clear strategies and recommendations to assist parents in helping their child achieve the identified goals. However, follow up with the various constituents is problematic due to time conflicts and other extenuating circumstances.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Every student in the school community will have identified individualized academic goals in ELA and Math goals in alignment with data received from various item analysis based diagnostic/benchmark tests, including the state exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A devised school wide goal setting structure will be used to support students in establishing and documenting goals. Students will revisit goals throughout Advisory sessions to update and revise 2-3 month basis.</p>	<p>Struggling students</p>	<p>September 2015-May 2016</p>	<p>Teacher Teams will execute plans and keep copies of goals.</p>
<p>Teachers will meet regularly during grade meetings to discuss student needs and analyze data and revise/update student goals accordingly.</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Teacher Teams will execute plans and keep copies of goals.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Scheduling will accommodate a weekly 45 minute grade meeting for teachers across content area to collaborate.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teachers will monitor, revise and guide students along the process of establishing realistic goals every 2-3 months. By February of 2016, all students will have realistic and measurable goals established and documented on their individual goal setting sheets.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Historical school data shows that there is low parental involvement at monthly Parent Association and School Leadership Team Meetings. Parent attendance at school wide functions and events shows minimal participation among parents and guardians.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school community will increase Parental Involvement at PTC and PA meetings by at least 20% by June of 2016 when compared to the attendance data accumulated from the 2015 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will serve as academic advisors to small groups of students (maximum of 12). Advisors will track student academic data, provide weekly progress reports to each student and communicate with parents on a weekly basis to provide feedback on student academic progress.</p>	<p>All teaching staff</p>	<p>September 2015-May 2016</p>	<p>Teacher teams/Lead teachers</p>

<p>The school community will increase and provide multiple forms of communication for parents to serve as reminders and informational tools that require their presence at events and meetings:</p> <ul style="list-style-type: none"> Email: Email blasts will be sent out to parents to inform and remind them of important events and meetings. PARENT CONNECT notice: a monthly notice written by the Principal will be published and sent home by students. <p>School Messenger: The school will use an electronic messaging system to contact parents and inform/remind parents of meetings and upcoming events.</p>	All teaching staff	September 2015-May 2016	Principal
<p>The school will create student incentives that will reward students whose parents attend important events within the school community. One of the major incentives will include a game room where students will have the ability to leave class and participate in game time during the course of the school day.</p>	All teaching staff	September 2015-May 2016	Teacher and Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher schedules will include 1 weekly “Parent Connect” period (an additional period that is exclusive of contracted prep periods) to provide time for teachers to communicate and update their Advisory students’ parents on their academic progress and/or concerns.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Monthly attendance sheets will be tabulated from PTC, SLT and other community events to determine if goal was met.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

At least 20% of the overall student population will show a 1 to 2 point gain in reading between the September 2015 and June 2016 DRP exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Monthly school wide reading goal ranges (minimum goal of 560 pages, medium goal of 840 and high goal of 1600 pages), will be set to support students building reading stamina and demonstrating understanding of reading and utilizing CC aligned reading skills and strategies across content area.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Teacher</p>

All students will be required to utilize a uniformed reading log and response journal to track daily reading and support an understanding of the reading through the utilization of a specific skill or strategy taught.	Students	September 2015-June 2016	Teacher
At least 50% of instructional time in all content areas, will include reading, writing, discussion and self/peer evaluative station activities in daily lessons. This structure will be used to assist students in building reading stamina, comprehension, and improve ability to analyze text using critical thinking skills.	Teacher	September 2015-June 2016	Teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School funds will be utilized to assist in creating and establishing student incentives.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Routine observations will occur to assess and monitor the use of station activities and the impact it has in boosting student analytical and comprehension skills.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<p>English Language Arts (ELA)</p>	<p>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:</p>	<p><u>I-Ready Reading</u></p> <p>Supports student’s ability to build reading comprehension through skills analysis and writing support via strategy lessons and teacher support.</p> <p><u>Close Reading Analysis</u></p> <p>Teacher facilitation of reading, discussing and responding to complex text using specific analytical strategies such as highlighting, chunking, paraphrasing, questioning, clarifying, predicting and drawing conclusions.</p> <p>Students analyze complex text</p> <p><u>I-READY</u></p> <p>An online reading comprehension program to support students in building reading</p>	<p>Group size no more than 18 students</p> <p>Small group/Individual Conferences</p>	<p>Services are provided during the school day and during after school academic program</p>

		<p>comprehension and stamina.)</p> <p><u>Light Sail</u> – on electronic reading program that provides opportunities for students to engage in reading and practice reading habits while engaging in virtual reading discussions with the teacher and peers.</p>		
Mathematics	<p>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.</p>	<p>Small group instruction (direct, pair and individual)</p>	<p>Group six maximum of 8 students</p>	
Science	<p>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</p>	<p>Small group instruction (direct, pair and individual)</p>	<p>Group six maximum of 8 students</p>	

	<p>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.</p>			
Social Studies	<p>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.</p>	<p>Small group instruction (direct, pair and individual)</p>	<p>Group six maximum of 8 students</p>	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The school guidance team provides group & individual counseling including: conflict resolution, crisis intervention, class visits & act as a resource for teachers & parents, Case</p>	<p>The school psychologist will offer clinical services and provide group & individual counseling including: conflict resolution; crisis intervention, class visits & act as a</p>	<p>Group six maximum of 8 students</p>	

	<p>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).</p>	<p>resource for teachers & parents.</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>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.</p> <p>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.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers receive ongoing professional development through Common Planning 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.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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

4b. 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 participate in deciding the structure and type of assessments utilized within the school community. Internal and external professional development is provided for staff to support them in analyzing and utilizing the data to support student growth and improve instruction. Teachers also work together to devise teacher made assessments that are reflective of benchmarks and other citywide diagnostics.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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 (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	153,056.00		

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,285,470.00		

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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.

1. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

2. 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;

3. **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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

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 ENL teacher, and one parent.

Principal Jameela Horton-Ball	Assistant Principal N/A
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Beth Brown	School Counselor Tiffany Roy-Fisher
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Linda Underdue
Related-Service Provider Latresha Patman	Borough Field Support Center Staff Member type here
Superintendent Beverly Wilkins	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	185	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	3
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	5	2		4		3	0			0
Total	0	0	0	0	0	0	0	0	0	0

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

**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																
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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1	1					0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)							1	1						0
Expanding (Advanced)							3	1	1					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	0					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	3		1						0
7	2								0
8	2								0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The school uses the ACUITY Interim Diagnostic Assessments along with Fountas & Pinnell literacy programs to assess ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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.
- 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 based on the 2014-2015 NYSESLAT data, this school year the ESL teacher is focusing on writing everyday with students & teaching/modeling planning & writing strategies for constructing fluent, well-organized short answer written response & extended response questions aligned with NYS Common Core. After writing, students are lowest in listening. The ESL teacher uses a variety of small group discussion protocols, videos & notetaking strategies to promote student growth in the listening modality. Speaking followed by reading are the two strongest language modalities among ELLs at IS 598.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - 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 Expanding level for several consecutive years.
 - 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 occasional language interpretation support. One of the biggest noticings about ELLs from Periodic Assessments is their ability to determine the meaning of unfamiliar 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).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
 6. How do you make sure that a student's new language development is considered in instructional decisions?
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.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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 with expanded written responses & vocabulary use, quizzes, reading comprehension teacher created assessments, rubric based oral presentations to evaluate student speaking fluency progress, rubric based written tasks 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
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 NYSITELL exam to determine the English proficiency level of the student. All students who are classified as LEP (limited English proficient) based on NYSITELL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The Home Language Identification Survey completed at the time of student enrollment combined with student work & conversations with the student about their past schooling experiences are used to identify SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Newly enrolled students with IEPs are identified through SESIS & are provided services based upon their IEPs & classification.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
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.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are imformed upon student enrollment of their rights & if they would like to appeal their child's ELL status they are given the necessary steps.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 orientation 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- 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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ENL teacher maintains a check list of parents who have not completed or returned Parent Survey & Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
- During the first month of school parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documentation for each child is kept in a binder in the ENL teacher's office. Also, original copies of ELL documentation is maintained in the cum file of each child in the main office.
11. 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 per 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 at a later time to make up a test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- During parent/teacher conference nights, the ENL teacher will follow-up with parents and have them complete any missing documentaition. Additionally, during the ESL teacher's weekly parent communication period, the ESL teacher will contact parents about any neededdocumentation regarding continued entitlement/transitional support.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Yes, program models are aligned with parent requests. Parents who have chosen to enroll their child at IS 598 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

ELLs receive ESOL services through a pull-out & push-in 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 acquisition needs. During pull-out ESL instruction a content based, natural approach is used to facilitate the ELLs language development through the academic areas of ELA, Social Studies, Science & Mathematics. 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 heterogeneously & 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. During push-in ESL both ELLs & former ELLs are provided with instructional support pertaining to the content area teacher's lesson plan for that day. Instructional supports provided include, but are not limited to: clarification of the classroom teacher's lesson &/or classwork by translation main concepts into the student's L1, providing the student with supplemental information to the content being covered by the classroom teacher (e.g. on-line resources & differentiated leveled texts), providing the student with strategies they can use to assist them for completing assigned tasks by the classroom teachers & partnering the student with another peer who speaks the same language of a higher proficiency level. Additionally, ELLs & former ELLs meet with the ESL teacher every Friday afternoon for 90 minutes. During this time they receive vocabulary development instruction through the implementation Word Generation. ELLs & former ELLs also receive academic advisory through the use of weekly progress reports, academic goal setting &/or revising activities & phone conferences with parents.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ESL students enrolled at IS 598 are receiving the explicit number of instructional minutes through the combination of pull-out & push-in ESL instructional model.
3. Describe how core content is delivered in each program model. 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.

In addition to providing direct support to teachers through pushing into the core content classes of ELA, Science & Social Studies, 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 scaffolds.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 tasks 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. SIFE students work on developing their reading (e.g phonemic awareness), spelling, expanding their survival vocabulary as well as academic vocabulary & grammar (e.g. constructing a complete sentence using standard English). For the 2015-2016 school year they will be starting the Wilson Just Words program in order to develop the fundamental literacy skills they require.
 - 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

- Chart** 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 checks in with students during push-in ESL sessions as well as meeting with them during their 90 minute Word Generation/advisory session every Friday afternoon.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.
N/A
 8. 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 recommendations for ELL-SWDs per the student's IEP.
 9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The ESL teacher 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

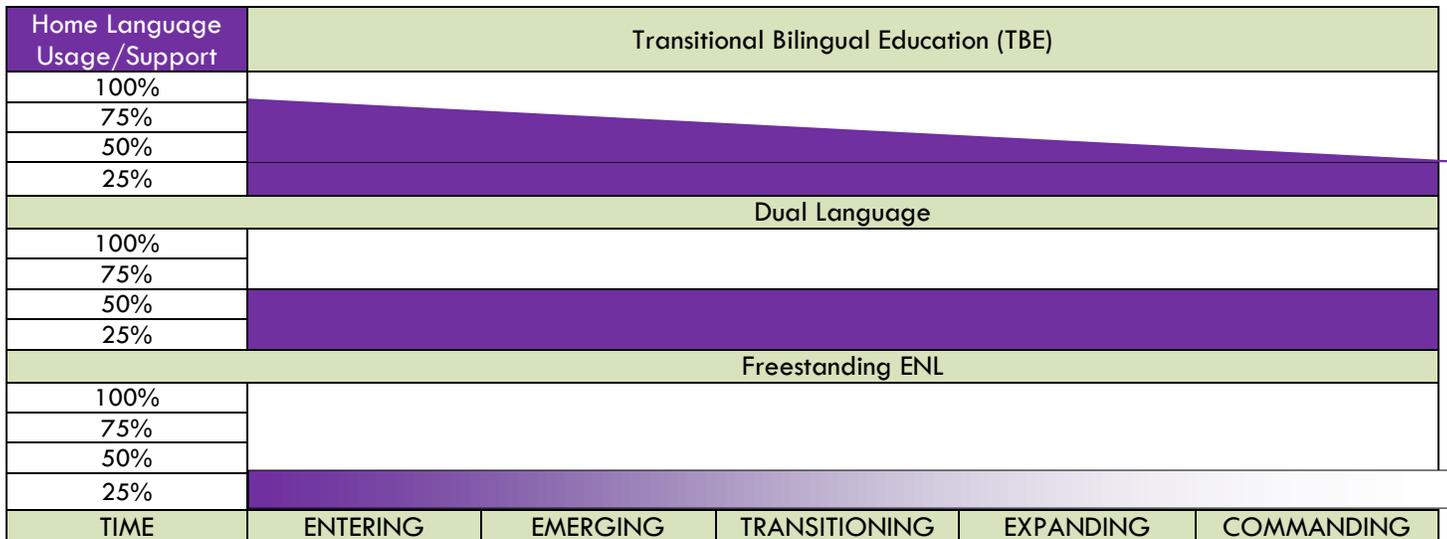


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 session lasts approximately 1.5 hours in which students receive targeted instruction that is catered to suit the needs of their individual strengths & weaknesses.
11. 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 acquisition 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. In addition to the dialogue between the content area teachers & the ESL teacher, the ESL teacher uses her observations of student understanding of material/skills during her push-in sessions to assist with planning during pull-out sessions.
12. 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.
13. What programs/services for ELLs will be discontinued and why?
There are currently no programs for ELLS at IS 598 that are being discontinued.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The ESL teacher speaks French & is able to support the the students of Haitian decent which helps bridge the language gap when necessary. Bilingual dictionaries & language translation apps are also used to help brigde language gaps.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Texts & web based resources are at an age & grade appropriate level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Currently there are no activities in place to assist newly enrolled ELLS before the beginning of the school year.
19. What language electives are offered to ELLs?
Currently the language elective that is being offered to ELLS is Spanish.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ESL teacher will be participating in various PD opportunities offered through the NYC Department of Education throughout the 2015-2016 school year. She is also a member of TESOL & uses the organization as a professional reference.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ELL support is offered to teachers of ELLs by IS 598's ESL compliance specialist.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELLs are provided with various sessions of counseling that allows them to express how they 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 about the transition & experience in coming to a new school with new procedures. 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 the 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 importance 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ESL teacher is sent out of the building in order to attend 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parents are invited to & encouraged to attend the school's Open School Night at the beginning of the school year. They are also encouraged to attend parent/teacher conferences throughout the school year. Additionally, parents of IS 598 are notified about their child's English language acquisition progress throughout the 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 coordinator Ms. Jackson-Puris is available & willing to support all parents as well as invite them to all parent activities throughout the school year.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents are encouraged to participate & be involved in all of the same school activities that parents of regular education students are involved in. Additionally, the school utilizes teachers who speak the native languages of the parents to inform them of all opportunities for participation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes, the IS 598 partners with CAMBA.
5. How do you evaluate the needs of the parents?
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 gauge parental/student need and improve implementation of ELL services.
6. How do your parental involvement activities address the needs of the parents?
Parents who do not speak or read English are provided with written communication home that is translated into the parent's native language.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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: **MLS**

School DBN: **598**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

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	ENL/Bilingual 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	School Counselor		1/1/01
Beverly Wilkins	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K598**

School Name: **Marketing and Legal Studies**

Superintendent: **Beverly Wilkins**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Some of the documents that the school disseminated throughout the school year requiring translation is the annual student/parent handbook, monthly memo's, calendars and backpack letters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Some of the formal face to face meetings that typically require parents to attend throughout the year include, orientation, parent teacher conference sessions, curriculum nights. Other informal interactions may include guidance, behavioral conferences and IEP meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school will ensure that documents in need of translation are provided to the translation and interpretation unit at least 7 business days prior to dissemination. In the event that a document requires immediate and untimely dissemination, the school will utilize bi-lingual staff to orally translate the gist or content of the notice to parents to ensure that families whose 1st language is not English are informed appropriately.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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).

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All request for translation services will be funnelled through Administration and/or the appointed translation designee. This will ensure that staff disseminate and parents receive the appropriate information.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will rely on parent surveys and oral feedback from ESL parents to obtain data to assist the school community in improving the quality and availability of services available for parents.